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Programs for Washington's and Lincoln's Birthdays

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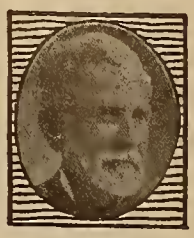

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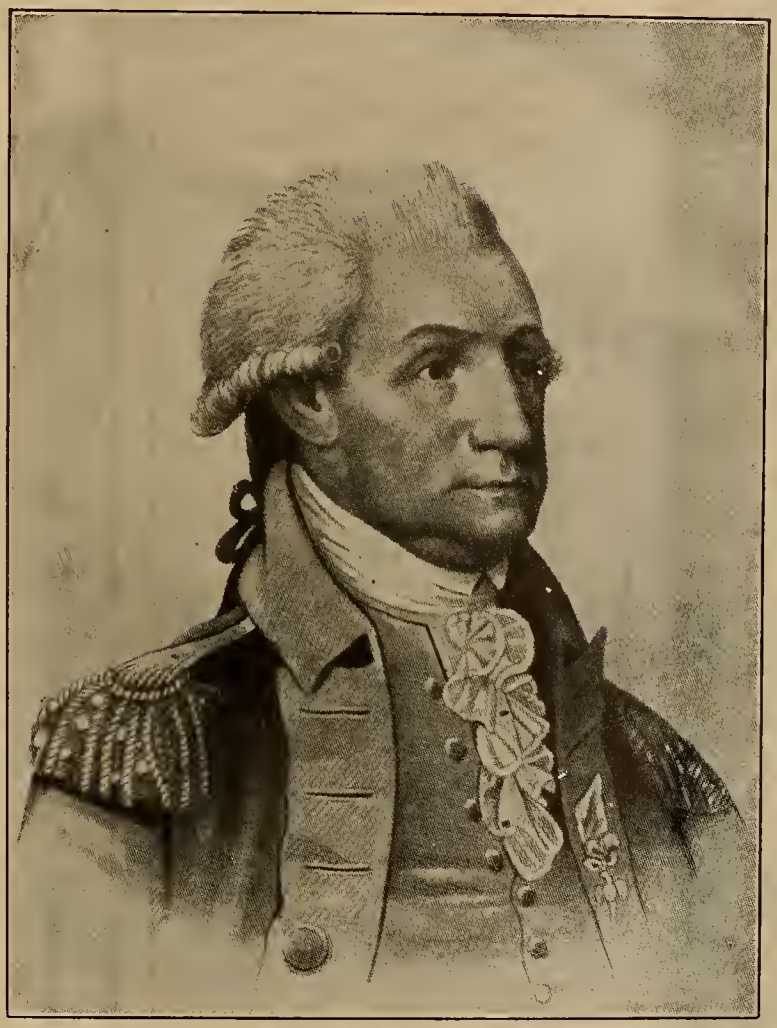
JANUARY, 1932

THE SAVAGE PORTRAIT OF WASHINGTON



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Vol. XXXVIII, No. 1 *Subscription, Per Year, $1.50; Copy, 15 Cents*

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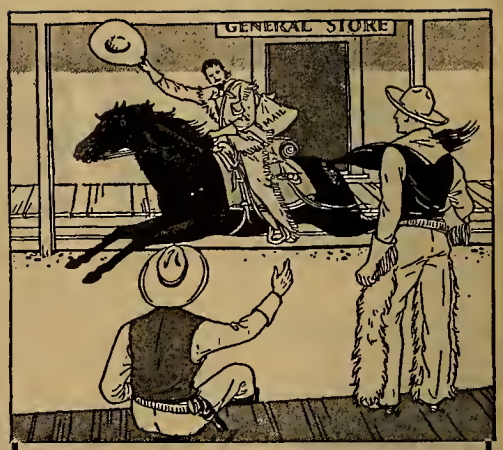

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VOL. XXXVIII, No. 1 | SAN FRANCISCO, JANUARY, 1932 | PRICE 15 CENTS

Material and Suggestions for the Celebration of Lincoln's Birthday, February 12, 1809, and Washington's Birthday, February 22, 1732

Washington and Lincoln

By WILLIAM MCKINLEY

THE GREATEST NAMES in American history are Washington and Lincoln. One is forever associated with the independence of the states and the formation of the Federal Union; the other with universal freedom and the preservation of the Union.

Washington enforced the Declaration of Independence as against England; Lincoln proclaimed its fulfillment not only to a down-trodden race in America, but to all people for all time, who may seek the protection of our flag. These illustrious men achieved grander results for mankind within a single century than any other men ever accomplished in all the years since the first flight of time began.

Washington drew his sword not for a change of rulers upon an established throne, but to establish a new government which should acknowledge no throne but the tribute of the people.

Lincoln accepted war to save the Union, the safeguard of our liberties, and reëstablish it on indestructible foundations as forever "one and indivisible." To quote his own words: "Now we are contending that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth."

Lincoln's Gettysburg Address

IN JULY, 1863, the battle of Gettysburg was fought. The following November the field was dedicated a national cemetery. Lincoln made the following brief address to a tired audience. Those who heard it did not realize its greatness until it appeared in print. A great American speaker, Edward Everett, gave the principal address in two hours of oratory. He later wrote to Lincoln: "I should be glad if I could flatter myself that I came as near to the central idea of the occasion in two hours as you did in two minutes." The speech is faultless in literary style and lofty in sentiment:

FOURSCORE and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this; but in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here; but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us; that, from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, and for the people, shall not perish from the earth.

Words of Abraham Lincoln

LET US have faith that right makes might, and in that faith let us, to the end, dare to do our duty as we understand it.

I AM NOT bound to win but I am bound to be true. I am not bound to succeed but I am bound to live up to what light I have.

I MUST stand by anybody that stands right—stand with him while he is right and part with him when he goes wrong.

LEARN the laws and obey them.

HE STICKS through thick and thin—I admire such a man.

SUCCESS does not so much depend on external help as on self-reliance.

IT IS BETTER only sometimes to be right than at all times wrong.

GOLD is good in its place; but living, brave, and patriotic men are better than gold.

MY EXPERIENCE and observation have been that those who promise the most do the least.

THIS COUNTRY with all its institutions belongs to the people who inhabit it.

I REMEMBER my mother's prayers, and they have always followed me. They have clung to me all my life.

THOSE WHO deny freedom to others deserve it not for themselves; and under a just God cannot long retain it.

GOD must have loved the plain people. He made so many of them.

YOU'LL NEVER REGRET what you don't write.

Lincoln, the Man of the People

By EDWIN MARKHAM

WHEN NORN MOTHER saw the Whirlwind Hour
Greatening and darkening as it hurried on,
She left the Heaven of Heroes and came down
To make a man to meet the mortal need.
She took the tried clay of the common road—
Clay warm yet with the genial heat of Earth,
Dashed through it all a strain of prophecy;
Tempered the heat with thrill of human tears;
Then mixed a laughter with the serious stuff.
Into the shape she breathed a flame to light
That tender, tragic, ever-changing face.
Here was a man to hold against the world,
A man to match the mountains and the sea.

The color of the ground was in him, the red earth;
The smack and smell of elemental things—
The rectitude and patience of the rocks;
The good will of the rain that falls for all;
The courage of the bird that dares the sea;
The gladness of the wind that shakes the corn;
The friendly welcome of the wayside well;
The mercy of the snow that hides all scars;
The undelaying justice of the light
That gives as freely to the shrinking flower
As to the great oak flaring to the wind—
To the grave's low hill as to the Matterhorn
That shoulders out the sky.

Born of the ground,
The Great West nursed him on her rugged knees.
Her rigors keyed the sinews of his will;
The strength of virgin forests braced his mind;
The hush of spacious prairies stilled his soul.
The tools were his first teachers, kindly stern.
The plow, the flail, the maul, the echoing ax
Taught him their homely wisdom, and their peace.
A rage for knowledge drove his restless mind:
He fed his spirit with the bread of books,
He slaked his thirst at all the wells of thought.
Hunger and hardship, penury and pain
Waylaid his youth and wrestled for his life.
They came to master, but he made them serve.

From prairie cabin up to Capitol,
One fire was on his spirit, one resolve—
To strike the stroke that rounds the perfect star.
The grip that swung the ax on Sangamon
Was on the pen that spelled Emancipation.
He built the rail pile as he built the State,
Pouring his splendid strength through every blow,
The conscience of him testing every stroke,
To make his deed the measure of a man.

So came the Captain with the thinking heart;
And when the judgment thunders split the house,
Wrenching the rafters from their ancient rest,
He held the ridgepole up, and spiked again
The rafters of the Home. He held his place—
Held the long purpose like a growing tree—
Held on through blame and faltered not at praise.
And when he fell in whirlwind, he went down
As when a lordly cedar green with boughs
Goes down with a great shout upon the hills,
And leaves a lonesome place against the sky.

Lincoln

By J. T. TROWBRIDGE

HEROIC SOUL, in homely garb half hid,
Sincere, sagacious, melancholy, quaint;
What he endured, no less than what he did,
Has reared his monument, and crowned him saint.

A Boy's Thoughts of Lincoln

"SOME DAYS in school when teacher says,
'Please name the Presidents,' I up and commence
And say them all from Washington clear through to Buchanan, then
I have to stop and clear my throat—I always have to when
I come to Abraham Lincoln's name,
E'en though the teacher whispers, 'Shame!
Can't you remember, Jim?'
Can't I remember him?
Why, he's my hero! That is why
I get choked up and want to cry.
Once he was just as poor as I,
And homely, too, and tall and shy;
But he was brave and made his place,
Climbed to the top and freed a race!
When I think what he dared to do
I just vow I'll do something, too."

The Pardon

'TWAS in the war times' early days,
When eyes looked forth with anxious gaze,
A young lad had been doomed to die,
And would'st thou know the reason why?

He had been placed as sentinel,
And at his post asleep he fell,
And for that closing of his eyes,
Before him dreamless slumber lies.

The President read the sentence through,
And murmured, "The act I cannot do.
Brought up on a farm, at work late kept.
Poor boy! No wonder that he slept!"

And o'er the paper he drew his pen,
And signed his pardon there and then.
Great-hearted man! Shall I unfold
What later on the sequel told?

At Fredericksburg, among the slain,
A lad beyond all mortal pain
Was lying by himself apart,
A picture next his youthful heart.

'Twas Lincoln's picture that he wore,
And just beneath these words it bore:
"God bless Abe Lincoln." Thus he showed
The debt of love to him he owed.

Lincoln's Character

"HIS conscience alone he served,
However small the cause or great;
Never by friendship swerved,
Never turned aside by hate.

"Honest his least intent,
Therefore let one line be wrought
At last upon his monument:
A man who acted what he thought."

Hail Lincoln's Birthday

By IDA SCOTT TAYLOR

THE BIRTHDAY of Lincoln! We hail it once more,
And come to do homage to him as of yore;
The voice of the nation with us shall unite
In eloquent praises his deeds to recite.

O slavery! Abraham Lincoln, the brave,
Reached out in his pity our country to save,
He struck the fell blow that was death unto thee—
That blow, praise the Lord, made America free!

Ah, could we forget what our Lincoln has done?
America claims him with rev'rence her son;
The sun shall turn cold, and its light fade away
Ere the world shall forget him we honor today.

How modest, forgiving, and gentle he was,
How slow to condemn without heaviest cause;
How ready to succor the helpless and weak,
In deep provocation, how careful to speak!

How honors became him! nor did he once boast,
Though placed at the head of America's host;
In ev'ry condition the world was impressed
That Abraham Lincoln was doing his best.

"With malice toward none"—let his motto be ours;
We'll try to enact it with all of our powers:
And here, on his birthday, we'll pledge him anew—
Our Abraham Lincoln, the brave and the true!

Lincoln the Schoolboy

By HOPE NELSON

HIS SCHOOL was a cabin built of logs,
His desk was a rude pine form;
In winter he helped to split the wood
That kept the schoolroom warm.

He used a shingle for a slate,
His pen was made of quill;
His teachers, oft, could scarcely spell,
Though they swayed the birch with skill.

He'd never met the wise and great,
The books he read were few,
He studied nights by the pine knot's flame,
But, oh, how much he knew!

A simple backwoods schoolboy, who
Full little guessed that he,
In every schoolhouse in the land,
Would some day honored be.

George Washington

GEORGE WASHINGTON, commander in chief of the colonial armies during the Revolutionary War, the foremost leader in forming the Union, first President of the United States, and called the "father of his country" on account of his great and lasting service, was born at Bridges Creek, Virginia, on February 22, 1732. His father died when he was eleven years old, but his half brother, Lawrence, who was fourteen years older than he, acted as his guardian and was always kind and helpful to him. His mother was always very dear to him. She brought him up to be truthful and obedient.

Of Washington's early schooling we have not much information but one of the early biographers, the Reverend Mr. Weems, whose book Lincoln borrowed and ruined by leaving it between the logs of his cabin on a rainy night, gives a short account: "The first place of education to which George was ever sent was a little old field school kept by one of his father's tenants, named Hobby, an honest, poor old man, who acted in the double capacity of sexton and schoolmaster. Of his skill as a gravedigger, tradition is silent; but for a teacher of youth his qualifications were certainly of the humbler sort, making what is generally called an A, B, C schoolmaster. While at school under Mr. Hobby, George used to divide his playmates into parties and armies. One of them was called the French and the other American. A big boy named William Bustle commanded the former; George commanded the latter, and every day with cornstalks for muskets and calabashes (gourds) for drums, the two armies would turn out to march and fight."

As Lawrence was the elder son, he inherited the family estate, Mount Vernon, on the Potomac River. He named the estate after Admiral Vernon, under whom he had fought in the British navy. It was on this estate that Washington spent his early years. He was twenty years old when his brother died and he inherited the place.

Washington studied to become a surveyor. It was in this line of work that he had his first opportunity, and made his first success. He met Lord Thomas Fairfax, who held large land grants in Virginia beyond the Blue Ridge Mountains, through his brother. Washington surveyed this western land. Though he was only sixteen years of age, he went into the wilderness, directed others, and for three years of hard, exacting labor he made out records so complete and accurate that they were acceptable information upon which to base titles of land.

The next few years of Washington's life were occupied in fighting the Indians and the French. This training served its purpose, for when the Revolutionary War broke out in July, 1775, he had learned ways of managing in the wilderness and of fighting that made him steer a straight course to victory, though the way was hard.

It seemed as if Providence were protecting him from all danger for the great duties he was performing for his country.

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He wrote to a friend at this time saying that "the whistling of bullets was music" to him, but he later changed his mind. Once in battle he had bullet holes in his coat and two horses were shot from under him. After the French and Indian War, when the House of Burgesses returned thanks in glowing terms to him for his services, he rose to thank the speaker, but he was so embarrassed that he could not say a word. "Sit down, Mr. Washington," the speaker said, "your modesty equals your valor and that surpasses the power of any language which I possess."

Washington married a widow, Martha Dandridge Curtis, and for fifteen years he was occupied at Mount Vernon with the duties of his estate and leading a home life with his wife and her family. He had no children of his own, but he was devoted to the Curtis children.

The first Continental Congress was held in 1774. Washington was chosen a delegate. After the battles of Lexington and Concord he was offered the position of commander in chief. He declared modestly, though in vain, that he had not the capacity for the position. He did not take a penny for the long years of service in the army.

Throughout the Revolutionary War (1775–1783), Washington proved himself not alone a great soldier but a brave and kind leader and a great statesman. Not only did he lead in battle, but he wrote many hundreds of letters to men all over the country, rousing their enthusiasm for the good of their land.

Though he had liberated his country by directing the half-starved, poorly clothed patriots in battle and forcing the English to surrender, his greatest work was accomplished in the period of reconstruction after the war, which ended in 1783. He retired to Mount Vernon, where he hoped to lead a peaceful and quiet life, but his country needed him. He answered the call. He was instrumental in summoning the constitutional convention that met in Philadelphia in May, 1787. He was chosen chairman. For four months he guided the important work which resulted in the banding together of the thirteen colonies under a constitution.

This constitution called for a president. George Washington was chosen the first President of these United States, and was inaugurated in New York City, April 30, 1789. For two terms he directed the affairs of the new nation. He refused the nomination for a third term.

Though Washington retired from public life and resumed his pleasant plantation life at Mount Vernon with his family, he always felt a keen interest in his country. Travelers from abroad did not count their trip complete unless they called on the great man. He was consulted on all questions of public importance. But this peaceful life did not last long. On December 12, 1799, while riding on horseback around the plantation, he took a severe cold. It developed rapidly into acute laryngitis. He died two days later and was buried in the family vault at Mount Vernon.

So passed the greatest man America has ever known. His courage both on the battlefield and for any cause he thought was right, his industry in all lines of work he undertook to accomplish, his unselfish service to his country, his kindness to his soldiers, his friends, and humankind, his quickness to forgive, and his great power of direction to see and do the right shall ever hold him a beacon light and inspiration to mankind.

Quotations About George Washington

WASHINGTON is, to my mind, the purest figure in history.—*William Ewart Gladstone.*

FIRST IN WAR, first in peace, first in the hearts of his countrymen.—*Henry Lee.*

HE HAD every title at command, but his first victory was over himself.—*Gouverneur Morris.*

IN THE War of the Revolution, when it was thought the cause was lost, men became inspired at the very mention of the name of George Washington.—*General Horace Porter.*

HIS GREAT FAME rests on the solid foundation that while he was careful to avoid doing wrong to others, he was prompt and decided in repelling wrong.—*John C. Calhoun.*

A PURE and high-minded gentleman, of dauntless courage and stainless honor, simple and stately of manner, kind and generous at heart.—*Henry Cabot Lodge.*

WASHINGTON is the mightiest name of earth, long since mightiest in the cause of civil liberty, still mightiest in moral reformation.—*Abraham Lincoln.*

THE FILIAL LOVE of Washington for his mother is an attribute of American manhood, a badge which invites our trust and confidence, and an indispensable element of American greatness.—*Grover Cleveland.*

WASHINGTON was incapable of fear, meeting personal dangers with calmest unconcern.—*Thomas Jefferson.*

I AM NOT SURPRISED at what George has done, for he was always a good boy.—*Mary Washington* (his mother).

Rules Practiced by George Washington

SEVENTEEN CHILDREN may take part in this exercise. Sixteen cards, each bearing one letter of George Washington's name, are used. Each of the sixteen children may wear or hold one of the letters, march into the room, and, standing in a row facing the class, hold their letters so all may see them. They spell the name of Washington. A child steps beside the sixteen children and says:

"George Washington was a great man. Before he tried to direct others he learned to rule himself. For his own direction he copied about one hundred or more rules of conduct in a book when he was a boy. He learned these rules and tried always to practice them. It has since been found that many of these rules came from an old French book on behavior. We will now hear some of these rules."

The child then bows to the pupil holding the card marked G, who recites his rule of conduct, and each child recites his rule in consecutive order as he points or holds for attention his letter card:

"Go not thither where you know not whether you shall be welcome or not. Give not advice without being asked, and when desired, do it briefly."

"Economy begins partly from necessity, partly from choice and habit."

"Our empire was not laid in the gloomy age of ignorance and superstition, but at an epoch when the rights of mankind were better understood and more clearly defined than at any former period."

"Rise early, that by habit it may become familiar, agreeable, healthy, and profitable. It may for a while be irksome to do this, but that will wear off, and the practice will produce a rich harvest forever thereafter, whether in public or private walks of life."

"Gaming is a vice which is productive of every possible evil, equally injurious to the morals and health of its votaries. It is the child of avarice, the brother of iniquity, and the father of mischief. It has been the ruin of many worthy families, the loss of many a man's honor, and the cause of suicide."

"Every motive of self-preservation, of liberty, and of happiness has a claim upon our efforts and requires our aid."

"When a man does all he can, though it succeeds not well, blame not him that did it."

"Associate yourself with men of good quality, if you esteem your own reputation; for it is better to be alone than in bad company."

"Speak not injurious words, neither in jest nor earnest; scoff at none although they give occasion."

"Happiness depends more upon the internal frame of a person's own mind than on the externals in the world."

"If we cannot learn wisdom from experience, it is difficult to say where it is to be found."

"No punishment is too great for the man who would build his greatness upon his country's ruin."

"Gaze not on the marks or blemishes of others, and ask not how they came. What you may speak in secret to your friend, deliver not before others."

"Think before you speak; pronounce not imperfectly, nor bring out your words too hastily, but orderly and distinctly."

"One request frequently begets another."

"Nothing but harmony, honest industry, and frugality are necessary to make us a great people. First impressions are generally the most lasting. It is therefore absolutely necessary, if you mean to make any figure upon the stage, that you should take the first steps right."

(Children in chorus spell and pronounce the name: G-E-O-R-G-E W-A-S-H-I-N-G-T-O-N—George Washington!) —*R. T.*

Anecdotes of Washington

THOUGH WASHINGTON was always very particular about his dress, he was not a dandy. Regarding clothes, he wrote to his nephew: "Do not conceive that fine clothes make fine men any more than fine feathers make fine birds. A plain, genteel dress is more admired and obtains more credit than lace or embroidery in the eyes of the judicious and sensible."

WASHINGTON wrote to his army after Cornwallis's surrender at Yorktown: "My brave fellows, let no sensation of satisfaction for the triumphs you have gained induce you to insult your fallen enemy. Let no shouting, no clamorous huzzaing increase their mortification. It is sufficient for us that we witness their humiliation. Posterity will huzza for us."

IT WAS ADDISON who wrote Washington's favorite quotation: " 'Tis not in mortals to command success."

WHEN IN NEW YORK one day, Washington entered a shop. A Scotch nursemaid followed him. She carried a baby. "Please, sir," she said, "here's a bairn was named after you."

"What is his name?" President Washington inquired.

"Washington Irving, sir," the maid replied.

The President placed his hand on the child's head and gave him his blessing. He did not know that that child, too, was going to be a great man and would write Washington's biography.

WASHINGTON was very athletic. He was said to be the only man who could throw a stone across the Potomac River. Once he visited Natural Bridge in Virginia. He tossed a stone two hundred feet to the top. He was fond of riding, walking, and wrestling, and excelled in all of these.

THE GREAT MAN was always punctual. He wrote concerning this trait to a friend: "I begin my diurnal course with the sun; if my hirelings are not in their places by that time, I send them messages of sorrow for their indisposition."

WHEN COMPANY was invited to the family home for dinner, he made but five minutes allowance for difference in watches. Then if the guests did not arrive, dinner would be served. If the guests came late, he often said: "We are too punctual for you. I have a cook who does not ask if the company has come, but if the hour has come."

Why Our Flag Floats

"IN HONOR of truth and right,
In honor of courage and might,
And the will that makes a way,
In honor of work well done,
In honor of fame well won,
In honor of Washington
Our flag is floating today."

What We Owe to Washington

By CLARA A. MASH

IF YOU'LL LISTEN I'll tell you a story
That happened a long time ago,
When England was ruling our nation
In colonies, thirteen, you know.

New Jersey, Rhode Island, New Hampshire,
Virginia, Maryland, too,
Massachusetts, and Delaware, also,
Are seven—but I am not through.

There's Georgia and North Carolina,
And South Carolina between,
Pennsylvania, too, and New York State,
With Connecticut number thirteen:

Colonies first owned by England
Till the great Revolution was fought,
When liberty gained by our fathers
The dawn of prosperity brought.

And who was the star of those war days,
Commander in chief of the force
That fought till the last chain was broken
And liberty entered her course?

That soldier, you all know his portrait,
Those features so strong, kind, and true!
George Washington, hero of heroes,
We owe our dear freedom to you!

The Champion

By SUSIE M. BEST

LIKE WASHINGTON, I'd like to be
The Champion of Liberty!

Like Washington, I'd like to keep
My courage up through dangers deep.

Like Washington, I'd love to grace
My country's highest, proudest place.

Like Washington, I'd love to gain
The honor of my countrymen.

Like Washington, I'd like my name
Inscribed upon the scroll of fame.

Like Washington, I mean to say
I'm Truth's brave Champion every day!

Washington

By EDWARD A. HORTON

SERENE and steadfast as the hills,
The cheer of lighthouse in the night,
A patriot to the people true,
The wisdom of the thoughtless bee,
A strength like air that yields, yet holds
The eloquence of wordless worth,
A conscience sleepless as the stars.

Columbus and Washington

"COLUMBUS sailed across the sea
To find this land for you and me.
His cradle-boat rocked low and high,
The sea waves sang a lullaby,
God held the stars like candles bright
To guide Columbus through the night.

"And many brave men since that time
Have helped to make your home and mine.
Hurrah for heroes, great and small!
Hurrah for heroes, one and all!
We'll thank Columbus and the rest,
But love our Washington the best."

The World Remembers

By M. K. D. DINGWALL

OH, how the world remembers!
It is many and many a day
Since the patriot George Washington
Grew old and passed away.

And yet today we are keeping
The memory of his birth,
And his deeds of truth and valor
Are told by every hearth.

How he fought for Independence
All little schoolboys know;
And why we signed the Declaration
So many years ago.

To be as great as Washington
I could not if I would,
But I've made up my mind that I
Will try to be as good.

COMPLETE WASHINGTON ANNIVERSARY PROGRAMS for every grade. New ways to honor the father of our country, compiled and edited by Alma Laird, Noble and Noble Publishers, 76 Fifth Avenue, New York. Price $2. This book should be in the hands of every teacher for additional material on Washington.

TEACHERS will find helpful new material in "George Washington Workbooks and Manuals," price 20 cents postpaid. Published by Johnson Publishing Company, 623 South Wabash Avenue, Chicago, Ill. See announcement on page eight of this issue.

GOVERNOR JAMES ROLPH JR. has issued a proclamation requesting that trees be planted on February 22, the two hundredth anniversary of the birth of Washington.

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WASHINGTON AND THE CONSTITUTION
J. C. ALMACK, Stanford University *(grades 9-12)*

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

PARIS, December 26, 1931.

WASHINGTON, D. C., New York City, Berlin, Paris, in fourteen days.

Washington is becoming architecturally one of the most beautiful capitals in the world.

When the grand esplanade of public buildings from the Capitol on one side of the city to the Lincoln Memorial up from the Potomac River at the other end is entirely constructed, it will be the finest assemblage of modern public edifices in the world.

With the boulevards along the Potomac and the stone bridge across the river to Arlington Cemetery almost completed, we have a drive of unparalleled beauty—especially in spring when the Japanese cherry trees are in bloom.

THE MARCH of the hungry petitioners (Communists) by truck to Washington in December was an event of more than passing significance.

Policemen surrounded the White House several feet apart. Troops were in readiness in nearby barracks. The reception committee in Washington was headed by the Washington Chief of Police.

In free America we saw large lettered signs. "Down with the United States"—"Away with the Capitalists"—"Food for the Starving"—"Unemployment Insurance."

The paraders marched up Capitol Hill and marched down again. Their petition for unemployment insurance was not allowed presentation by the delegation and the leaders, mostly Russian Jews, refused to allow anyone else to present their pleas to Congress.

A futile movement in a futile time.

FOURTEENTH STREET, New York City, with its continuous Communist parades, mostly made up of noncitizens. People questioning, "Why do they not leave this country if they do not like our form of government?"

THE MEETING of the National Council of State Superintendents and Commissioners of Education with the United States Office of Education was held in the auditorium of the Department of the Interior, Washington, D. C., December 7 and 8, 1931.

William John Cooper, United States Commissioner of Education, recovering from a serious illness brought on by overwork, was present. He gave a résumé of department activities.

Doctor Charles R. Mann, chairman of the National Advisory Committee on Education, attempted to make the apparent contradictory recommendations of that report. He tried to show how a Minister of Education in the President's Cabinet would work through noncentralization avenues rather than calling for centralization of national education.

He had many doubters. The consensus of opinion concerning the federal departments that now exist was that they were constantly attempting to secure more federal control rather than a less amount in the several states.

Doctor William John Cooper stated that the fine work now being done by the Department of Education experts is the studying of national educational problems. These people are called into the department for four years, from other educational positions, and after four years, they go back into nonfederal positions.

Francis G. Blair, State Superintendent of Illinois, wanted to know if the aforementioned experts ever had any connection with or knowledge of public educational problems.

Superintendent David E. Weglein, Baltimore public schools, presented a fine, concise, and intelligent summary of the problems of school costs now facing the Superintendents of the United States in the present crisis.

Doctor Paul R. Mort, associate director of the Department of Education, presented plans of the work of the "National Survey of School Finance," now going on. He stated that the survey probably would be completed in four or five years, after the present hysteria had passed.

The opinion was that legislation affecting education for the next ten to fifteen years will be passed within the next one or two years by the several states; therefore, if the United States Department of Education is to be of any service, it should have some definite constructive ideas within that time.

New York City—The *Europa*, North German Lloyd line, December 16. Christmas sailing for Cherbourg, France; Southampton, England; Bremerhaven, Germany.

The fastest passenger liner in the world—over nine hundred feet in length and one hundred feet wide—turbine driven.

Fourteen hundred passengers, nine hundred crew.

Third class, tourist, second class, first class accommodations.

Four kitchens and one all-night-and-day restaurant.

Crossing 3126 sea miles—time, four days, twenty-one hours, forty-five minutes. Average speed, 26.55 knots.

Six servings of food per day—8 a.m., 10:30 a.m., 12:30 p.m., 3:30 p.m., 6:30 p.m., and 9:30 p.m.

A smooth crossing—practically everybody at every meal—excellent cooking.

Vibration of propellers in tourist and second class. No vibration or sound of screws in first class.

Children's dining-room and kindergarten artistically decorated.

Games, dances, and amusements. A florist shop with orchids.

Bars open and no drunkenness.

Clouds and rain and rolling waters.

Germans, English, Danes, Swedes, Russians, Italians, Hungarians, French, going home for Christmas. English the spoken language.

Doctor Sven V. Knudsen, 248 Boylston Street, Boston, Mass., originator of the international exchange of older boys between America and Denmark, Norway, and Sweden, was on board with a group of boys for a visit in England. He gave lectures daily of historical and geographical nature. During the past several years, over four hundred boys ranging from fifteen to nineteen years in age, representing over thirty-four states and 171 schools and colleges, have participated in these international exchanges. These boys were selected by Rotary clubs, schools, and by Doctor Knudsen himself. The plans for this summer are for American boys to meet and live with boys of their age from England, Denmark, France, Germany, Norway, and Sweden, at Chateau Lochenborg, Denmark. Doctor Knudsen is considering the establishment of a service to public schools of giving addresses of foreign children of the various countries and thus bringing about international good will.

Of the same character fundamentally is the fine work now being undertaken by Doctor Ernst Schwarz, director of foreign languages of the public schools of Berlin, Stadhaud, Klosterstrasse, 162, Berlin. Doctor Schwarz has brought about arrangements with the governments of France, England, and Spain, though their departments of education, for an interchange of public school teachers and children, especially in the summer months, with teachers and school children of Berlin. The pupils permitted to attend these classes of the exchange teachers are selected groups, so a maximum of value is received for each individual country. Berlin students hear English, French, and Spanish taught by teachers of those nationalities, and those nationalities in turn have German teachers to teach the German language.

The intellectual life of Germany is for a true international community spirit. A United States of Europe is seen as the only salvation. Another war, and it will be practically annihila-

(*Continued on page 12*)

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HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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THE WESTERN JOURNAL OF EDUCATION

609 Mission Street, San Francisco, Cal.

VOL. XXXVIII JANUARY, 1932 No. 1

NEWS AND COMMENTS

By HARR WAGNER

THE ANNOUNCEMENT of the resignation of Vierling Kersey to take effect August 1, was received with intense interest by the school people of the state. We have had three resignations from this office in a short space of time. What's the matter? It is evidently not a question of salary with Superintendent Kersey, as he recently rejected a proposition of a large Eastern city, where he was offered the position with option of naming his own salary. He has accepted the position of City Superintendent of Long Beach, Cal., an attractive place, which carries a salary of $10,000 per year and guarantees him a free hand to work out his educational policies.

Kersey is a virile leader, a vibrant personality, and has devoted himself more than the usual union labor hours to his job. There is under consideration on the part of groups of school people in Southern California to present a petition for him to withdraw his resignation. We will not attempt to analyze the situation.

THE NAME of Will C. Wood, who has resigned as vice president of the Bank of America of Oakland, has been mentioned in connection with the office of State Superintendent. The names of W. H. Hanlon, David Martin, Helen Heffernan, Ada York, Frederick F. Martin, Willard Givens, James Ferguson of Daly City, Vernon Bennett of the University of Southern California, Mr. Hull of the same university, Arthur Chamberlain, Joseph Hancock, A. J. Cloud, Jerome Cross, and Doctor Ricciardi are among those who have been mentioned for the position.

Governor Rolph has usually asked the various bar associations to recommend the names of candidates who were qualified to act as judges. He should follow a similar plan in selecting a successor to Superintendent Kersey. All things being equal, an educator with the experiences and background of a county or district superintendent should be selected.

ROBERT H. LANE, Assistant Superintendent of Schools of Los Angeles, has written an unusual article for the Los Angeles *School Journal*, issue of January 4, entitled "Dulce et Decorum est." He states:

> There's the idiot who praises
> In enthusiastic tone
> Every century but this
> And every country but his own.

The courses of study in the social sciences for elementary schools have become highly standardized in the last few years. While local variations exist, it is accepted that the kindergarten and first grade will concern themselves with those elements in daily life which are of immediate interest and concern to little children—home, the family, pets, the garden, the daily life of school, etc. In the second grade, it is assumed—and unfortunately the assumption is often erroneous—that the children will investigate those relationships caused by the impinging of the big world outside upon the home—the baker, the milkman, the laundryman, the corner market, the fireman, the policeman, and so on. The third and fourth grades study child life in distant lands, with a brief excursion in our own system in the latter part of the fourth year into the history of California. The fifth graders spend a half year on the history and geography of the United States and a second half year on Mexico and South America. The sixth grade is devoted to "European Backgrounds," a combination of world history from primitive man to the Age of Discovery, plus such correlative geography as the teacher can wedge into an already overcrowded program. The seventh and eighth grades remaining in our elementary division follow the traditional plan of a two-year study of American history, plus "the rest of the world" in geography in the seventh year, and a rather haphazard study of economic geography in the eighth year.

Now, my quarrel with all this is not that it is not good, but that it is not good enough. After all, our elementary schools have two major jobs in hand: First, to transform their pupils into real persons, to make them effective members of the social group, and second, to make them into real Americans.

He follows this with a keen analysis, and makes an intelligent choice of words in an appeal for cultural American citizens. There is deep feeling in his statements, and in closing he makes the dramatic appeal for our native-born Americans by saying, "Should not the highest type of citizenship begin, like charity, at home?"

RUSSELL J. CONDON, editor of *The Atlantic Readers*, formerly Superintendent at St. Helena, Mont., Springfield, Mass., and Cincinnati, Ohio, died recently. He was an outstanding leader in educational affairs.

GOVERNOR ROLPH has appointed E. P. Clarke of the Riverside *Press* to succeed himself on the State Board of Education. Mr. Clarke has the distinction of serving during the terms of Governor Johnson, Governor Stephens, part of the term of Governor Richardson, then of Governor Young, and now of Governor Rolph. It is a record to be proud of. Governor Rolph has appointed Superintendent Golway of Sacramento County to succeed Mrs. Bradford who resigned, and Doctor Lewis Crutcher, formerly a member of the Board of Education of Long Beach, to succeed Mrs. Irene Taylor Heineman, resigned.

HUGH J. BALDWIN of San Diego has rendered splendid services to education from the early eighties to the present time. First as teacher and principal in Nevada County; principal in National City; principal in Coronado; a member of the County Board of Education for many years; County Superintendent of Schools of San Diego County; president of the C. T. A.; a member of the Legislature; and director of humane education for certain humanitarian interests. He recently appeared on the platform of the San Diego County institute, hale and hearty, to introduce his former coworker in education, Harr Wagner. He also arranged a unique banquet and invited nearly a hundred people who had known the guest of honor, Harr Wagner, in the early nineties, during the time he was County Superintendent. Mr. Baldwin appointed Ada York as his assistant, and she was so efficient that Superintendent John Franklin West and his successor, Frederick F. Martin, retained her. She was then appointed, on resignation of Mr. Martin, County Superintendent, and has been elected and reëlected a number of times. Hugh J. Baldwin is a splendid type of citizen, and he is entitled to live on borrowed time for many years to come.

JOHN FRANKLIN WEST, Superintendent of the Albany Schools, has just moved into the Superintendent's office of the newly completed administrative unit of the Albany school department at 1009 Santa Fe Avenue. The new quarters are very attractive and beautifully furnished. They consist of the Superintendent's office, the business offices, and the Board of Education room.

The Albany school department has added eleven class rooms to the Marin School and has let the contract for one of the most modern and beautiful kindergarten units that can be built. Ten classrooms and the last word in kindergarten quarters have also been added to the Cornell School.

Albany is growing steadily and is one of the most attractive home cities in the Bay Region. Superintendent West and his school principals are doing an extensive piece of curriculum study.

Armco ingot iron sheets receive the acid preparation bath

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WOMAN MAY BE HEAD OF SCHOOLS

The Sacramento *Bee* of January 6, 1932, says:

"California may have a woman Superintendentent of Public Instruction to succeed Vierling Kersey, when he resigns next August to become Superintendent of Schools of Long Beach.

"That Governor Rolph has offered the appointment to the San Francisco school principal and member of the Board of Education of the bay city, Alice Rose Power, was learned from authentic sources yesterday.

"From the same sources it was learned that the woman educator had asked to be allowed to decline the honor. She informed the Governor that she would like nothing better than to be able to continue as school principal.

"The Governor is hopeful that Miss Power will reconsider, it is understood, in which case he will announce her appointment.

"The Governor and Miss Power have been friends for many years, and during his administration as Mayor he is known to have placed great store on her judgment and advice in educational matters.

"Those who are familiar with the qualifications of Miss Power declare that she is eminently able to discharge the duties of Director of Education as capably as she has those of a principal and member of the Board of Education of San Francisco."

NEW SCHOOL BUILDING, YUBA CITY

The Yuba City School, under the direction of Chester Winship, began a building program in 1921, building one unit of the proposed building. In 1925 the second unit was completed, and this year the third unit has been built, joining the other two and completing the building. The plant as it stands comprises twenty-six classrooms, of which ten were added this year; of these, six were in the new connecting wing and two were added to each of the other wings. An $87,000 bond issue was put before the people last March for this new wing. It carried four to one. The present enrollment is 875, a gain of about seventy-five students over last year.

The new connecting wing of the building contains an auditorium with seating capacity of 750, and with provision for later completing the balcony, which will hold another 250. A cafeteria is included in this wing, in which three hundred children receive hot lunches every day. There is also a special kitchen for cooking classes in domestic science and provision for sewing classes, as well as boys' and girls' showers, teachers' restroom, and office. There are about five acres in the plant, giving ample room for athletics and play space for the younger children.

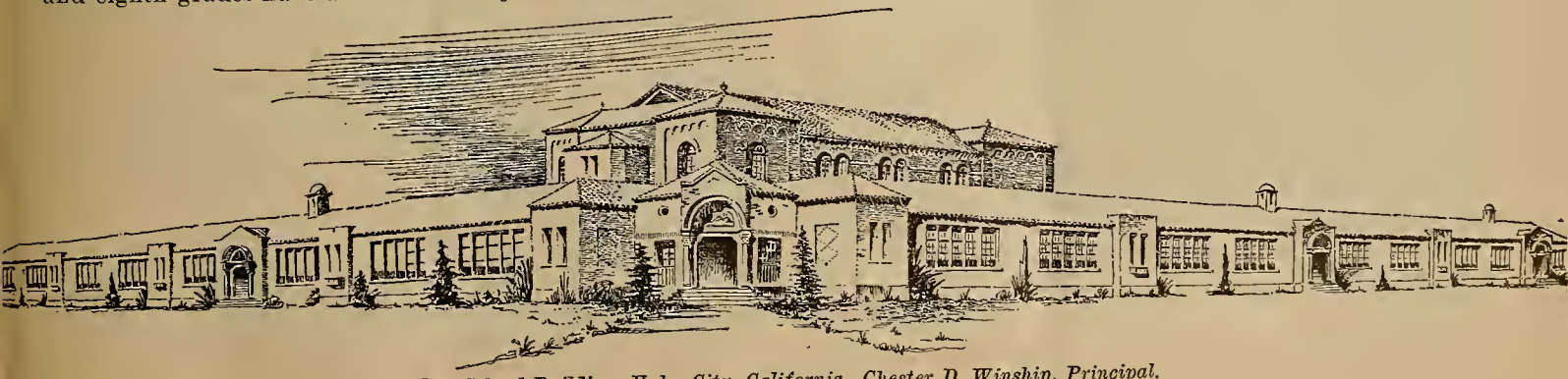
Departmental work has been carried on in this school, which includes all eight grades, for the past ten years. The system as planned by Mr. Winship provides for the regular elementary program until 2:50 p. m., following which the sixth, seventh, and eighth grades have a choice of subjects. The subjects include, in science: biology and nature study; in music, band and orchestra and boys' and girls' glee clubs; in domestic science, cooking and sewing; and also advanced and elementary art, manual training, and folk dancing. One very interesting feature in the special period is called the auditorium period, which provides the children with the opportunity for general discussion and special debates and the practice of handling meetings and expressing themselves before the group. This period is run by the children themselves.

The auditorium is an unusually delightful one—it is cheerful and colorful and flooded with sunshine—the kind of place that would really inspire in even a shy child the urge to some form of expression. The stage is well equipped for giving plays.

A total of thirteen special classes is provided. The regular teachers give this work, only those being chosen for general teaching who have also qualifications in special subjects.

The building is attractive solid brick. Every modern convenience has been put in without any extravagance, and there is a sense of comfort without luxury.

Mr. Winship believes that a great deal is accomplished toward unifying the interests of the school through exhibits of material, and had put into the new wing fine large show cases with showcase lighting, in which the work of various classes is on exhibit from time to time.



New School Building, Yuba City, California. Chester D. Winship, Principal.

(*Continued from page 9*)

tion for all nations. Germany, in the middle of Europe, is helpless.

Yet in the world the present tendency is for a more intense nationalism. The erecting of high tariff walls—and even in individual countries, there is a struggle of city against city and section against section. Everyone attempting to survive in his immediate neighborhood.

LANDS END, ENGLAND, 9 p.m.—Smoother water—a huge red beacon with two green lights, either light flashing intermittently.

Cherbourg, France, 5:30 a.m.—Disembarking for Paris—tugs, shore lights, calls.

10 a.m. The Isle of Wight—wooded hills, green slopes of grass, town with steeples, a drydock, tugs from Southampton, disembarking for London, arrival of passengers, unloading of an American seaplane, the customs circling around the liner in speed boats.

The English Channel and the North Sea smooth, with low visibility. The engines at full speed ahead to reach Bremerhaven, Germany, before the turn of the tide.

The low-lying shores of Germany at Bremerhaven, the docks, the customs, the unloading, the train to Berlin.

The railway coaches—small, traveling at fast speed and jerky, but on soft springs.

The German landscape, fine farming country, substantial homes. Berlin—the zoo, Frieduchstrasse Station. Nighttime, strange taxis, colored lights, pavements gleaming in the rain, narrow streets; the lack of private cars and few taxis compared to New York. Stores undecorated for Christmas; few purchases in the stores; stores filled with merchandise with empty aisles—a contrast to those of Philadelphia, Washington, and New York.

A spirit of quiet desolation. The people—"It is the times"—"Things are hard." The buildings—gray and dark, few people in the streets of a four million populated city—"It is the times."

Friedrichstrasse and Unter der Linden—Café Konig—evening, wet pavements, dining, quietness. "It is the times."

Around Berlin—original settlements of the Wends, William Street, different ministeries, Prince Albert Street, Prussian Parliament, Museum of Natural History, Leipzigerstrasse, with its huge and small stories, Kaiser Franz Joseph Square, Brandenburg Gate, Tiergarten, Charlottenburg, Unter der Linden, Palace Charlottenburg, Siegesallee, with its thirty-two monuments of Prussian rulers.

"It is the times." There must be a change. It will come peaceably at the next election.

Potsdam—the old market, the church of Saint Nicholas, palace of Sans Souci. The park Sans Souci, with its 125 fountains that play in the summertime. The covered glass arbors. The palace, a monument of Frederick the Great, built 1745–47. The rooms of Frederick Wilhelm III, who died in 1861—the library, the picture gallery, the audience chamber.

The new palace, two hundred rooms—now a national museum—theater for five hundred persons, was the permanent summer residence of Kaiser Wilhelm III. The room of shells, the marble hall, galleries of pictures, high ceilings, crystal chandeliers, tapestried walls, floors of different woods.

Some joy—Christmas night, Haus Vaterland, crowded with singing groups, outside empty streets, few taxis, darkness.

Berlin to Paris by fast express. German landscape, farms, substantial and old. Essen, Aix La Chappelle, the Belgian frontier, the French frontier, Paris.

Contrast—Berlin and Paris. Taxis by the hundred in comparison to Berlin. Private cars. Stores all decorated for Christmas, large outside illuminations at the various galleries, crowds of customers, people on the streets. Shows illuminated—bustle, omnibuses, street cars, jonets, puppet plays in windows, a freshness of spirit.

Berlin with no faith, "It is the times"; Paris on the surface triumphant.

Evening—Paris—neon lights, wet streets, taxis. La Jardin Des Tuileries bathed in the light of thousands of globes. Statuary, Avenue Champs Des Elysses, the Arc de Triomphe agleam from flood beacons, traffic like Wilshire Boulevard, Los Angeles, automobile salons—Benz, Mercedes, Citroen, Renault, Amilcar, Pengeot.

"CHILDHOOD AND THE DEPRESSION," a booklet just issued by the American National Education Association, urges a reform of the state and local public revenue systems as a means of combating the possibility for a recurring depression. The association points out that in times of economic stress public education systems are confronted with the necessity of instructing increased student rolls, while their revenues are materially decreased. The association contends the present difficulties in raising revenues "bring into sharp relief the problem, long ago recognized as imminent by tax experts and economists, of basic reform in our public revenue system."

"Given a modern, just, and well administered tax system and a proper method of distribution," the association asserts, "the United States and every community of the United States can afford a complete and generous education for every one of its children without unduly heavy taxes."

The association declares the present depression shows up plainly as defects in the typical state taxing structure "the overreliance upon the property tax, the escape of intangible property from taxation, the lack of uniformity and equity in local assessment, the failure to levy equitably upon the wealth concentrated in a few centers and individuals, and the need for wider use of income as a measure of taxpaying ability."

The association characterizes the position tersely as "increasing responsibilities; static or decreasing resources." The simultaneous demand for increased services and for the utmost in economy always has been an issue in public education, it is asserted. The depression, the association says, has intensified both of these demands and confronts school officials with a double problem.

DOCTOR ELLIS HAWORTH, head of the department of science, Eastern High School, Washington, D. C., is director of science for the Washington, D. C., junior and senior high schools.

Miss Sarah Simons, head of the English department of the Central High School, Washington, D. C., is a graduate of Stanford University and is director of English for the Washington, D. C., schools.

S. M. Stouffer, Superintendent of Schools of Wilmington, Del., is in the midst of a $12,000,000 building program, which, when finished, will give Wilmington thoroughly new and modern equipment in elementary, junior, and senior high schools. The system will consist of ten white elementary schools, three white junior high schools, two senior high schools, one vocational school, three colored elementary schools, and one colored junior–senior high school. Mr. Stouffer in his plans for the reconstruction and expansion now going on has analyzed the city's probable growth most scientifically in the various sections of the city, for determination of placement of new buildings. The money for this large program has come by state appropriation and by private gift from the Duponts.

Paul Loser, formerly Assistant Superintendent of the Trenton, N. J., Schools, has been made Acting Superintendent of Schools in Trenton, following the demise of Superintendent William J. Bickett, last November.

William A. Smith, Superintendent of the Hackensack, N. J., Schools, has a school system organized almost ideally from the teacher load viewpoint. The average daily teacher load has been twenty-four pupils. Owing to the depression, the plan is being considered of raising the pupil load considerably and laying off numerous teachers—a step Mr. Smith does not desire to take, but to which he may be forced.

I. B. Sommerville, who for many years was principal of the Ridgewood, N. J., high school, is in his first year as Superintendent of that school system. Mr. Sommerville is recognized as a high authority in the methods of teaching scientific subjects and has for many years been giving summer session courses for science teachers in various educational institutions.

A LESSON ON NATURE STUDY

By Karl S. Hazeltine
Associate Professor Nature Study, State Teachers College, San Jose, Cal.

HOW PLANTS SPEND THE WINTER

There are some teachers who do not use plants in their nature work in the winter because they think that there is little of interest at that time. There are many activities that the children may carry on which deal with the plants in winter. It is the purpose of this article to show what some of these may be. The plan is to have a story which may be read by the older children or read to the younger group. It is hoped that the children will be more interested to follow the plans if they realize that they have been done before by others.

The Story

Once there was a boy who had to split some wood under an old elm which was in his yard. He had worked for some time and thought he would rest awhile. He was sitting on a block, thinking and wishing that he were a tree because he could then take things easy. He would never have to split wood or run errands or go to school. As you have already guessed, he was a very lazy little fellow.

As he was thinking about such things, he heard a noise, and looking up saw his uncle Cliff.

"What are you thinking about?" his uncle began. "You look as if you were wishing something that would be difficult to have come true."

"I was just wishing that I were a tree," replied Billy. "It doesn't have to work, it never goes to school, and it doesn't have to get dressed."

"Well, I can see that you do not know very much about plants if you talk like that, Billy. If you get that wood all split by ten o'clock, I shall try to show you that plants do have to work. I shall let you work out some problems which will prove that you are mistaken." Uncle Cliff smiled as he turned toward the house, and Billy went to work on the wood with a will to get it done by the time his uncle had mentioned.

Before ten o'clock Billy came running to the living-room, where his uncle was busy with the morning paper and scissors.

"I have finished, Uncle Cliff, and I have brought the wood in and it is not ten minutes to ten now."

"That is fine, Billy. I thought that you would finish on time and so I have been getting ready to go with you. We are going on an adventure to see how plants spend the winter. We shall want to know how they prepare for the cold and——"

But Billy could not wait. He interrupted, "A real adventure, Uncle Cliff? That will be fun."

With the materials ready, they set out to work their plans, and as they walked along Billy asked:

"May we take Gordon and Karl along with us?"

"No, not this morning; but we shall keep a record of what we see and the things we do, so that if they want to go on an adventure they may follow our directions and have the good time we are about to enjoy. There may be boys and girls in many of the schools who will like to go adventuring. They, too, may do what we are doing by reading our directions."

As they walked along toward the garage where they were to get into the car, Uncle Cliff said, "You must keep your eyes open so that you will see all the interesting things that the plants have been doing."

They got into the car, and as they went out the driveway the car was stopped and Uncle Cliff pointed to a large tree which was in the parkway.

"Well, well!" he said, "here is a plant which has been doing some work all year to get ready for winter." He pointed to the old elm. "It must have been some work to wrap up all those little leaves so that they will be protected."

"Stop fooling me, Uncle Cliff. There are no leaves on that tree. They have all fallen onto the ground."

"Don't be too sure of that statement until I have shown you."

Uncle Cliff had stopped the car and reached out and taken a twig. He very carefully removed the scales from one of the tiny buds. He let Billy look through his magnifying glass and there sure enough was a little leaf.

"Can you see it?" Billy was asked, and he was so interested that he did not answer for a few minutes. Then he said:

"Why, I never knew that before."

"It takes work to form the buds, and all the buds are not the same. Some will have leaves and some may develop into flowers," continued Uncle Cliff.

"Do all trees have buds like the elm, Uncle?"

"No. Some have them in pairs like the maple, some have them around the twig, while others have them on one side and then on the other, or alternate. Let us gather some as we go, and I shall tell you how to mount them when we get home."

They drove out into the country for some distance and finally stoped by the side of the road. There was a hole in the barbed wire fence through which the two companions crawled. They found a toyon bush which was full of berries.

"Here is another plant which has been doing something with the sunlight and the gases in the air. Those leaves do not look as though they could make foods to be stored in the fruits, do they?"

"Do they really?" Billy was all excitement now.

"Yes, the green leaves make starch out of the water and carbon dioxide; and, what is more, it is the light which makes the leaf look green. If there were no light, the leaf would be a yellow or light green color. The food is not only in the fruit, but in the seed as well. When we get back, I shall show you how we may prove this," said Uncle Cliff as he gathered some toyon berries to take with him.

They continued over the hill and down into a stream bed. As they approached the stream, which was flowing now that the rain had come, they stopped. Here there were willows and sycamores and a large-leaf maple tree. Billy's uncle looked up into the maple tree. He finally said, "Look here, Billy. This tree has grown all this distance in the last five years. This branch was only a bud in 1926 and now look at it."

Billy looked at the twig and said, "How do you know that this all grew since 1926?"

"Well, Billy, there are two kinds of buds—the ones we saw on the elm, which are called lateral buds, and the ones at the end, which we call terminal because they are at the end of the twig."

Billy came close to his uncle so that he could see what he was doing. He saw him removing the scales from the bud on the end of the twig.

"These scales leave scars around the stem, as they are forced off when the twig grows. Here are the scars from the scales last year, and here are those from the year before."

"And here are the ones from three years ago. I see, I see," and Billy's eyes sparkled with interest. "I am going to see if I can find one that grew longer than that."

They both began to look for a twig which had grown longer in the last five years. This took some time, but finally Billy found one which was longer than any that Uncle Cliff could see.

They walked along for some time and came to a buckeye tree, which was some distance from the creek.

"Look, Uncle Cliff. What are those little balls still hanging on that tree?"

"Those are the fruit of the tree. If you will gather some of

them and bring them home, I shall show you how to grow a little tree in the house."

"All right." Billy had soon found some low enough for him to pick. "My, but they are heavy."

"Yes, they are. That is the food material for the little plant to use when it grows. No plant sends its little ones out into the world without some lunch," laughed the uncle. "I think we had better go toward home now, as it is getting lunch time."

They were soon back in the car and driving toward their home, and as they drove along Billy's face was serious, but he did not have much to say. When the car stopped in front of the house they both got out, and as they came to the porch Billy said, "Uncle Cliff, there are some plants coming up by the steps. See them? How can they come up there now when it has been so cold? Were there seeds in the ground?"

"No, Billy," answered Uncle Cliff. "The plants which grew there last spring and summer stored food in the underground stem or bulb. You see, some plants store up food when they are able to make it, and then they can use it when the conditions are not so favorable."

He scratched in the soil with his hand and soon was holding a bulb with green leaves about two inches long. "We will look at this later," he said.

"Oh! Uncle Cliff, I am sorry that I wished that I were a tree. I am afraid that I would be a very poor plant. I did not know that they had to work so hard. Thank you so much for showing me all these things."

"There are some other things that I shall let you do for yourself, which will show you other interesting things about plants. Do you want to try them, Billy?"

"Oh, yes, I do, Uncle Cliff. May I do them after lunch? May I ask Karl and Gordon and Ruth to help me?"

"Yes, indeed you may, and I shall write out the directions for the activities so that others may do them also," replied Uncle Cliff as they entered the house. The boy and man were both happy, as they had enjoyed the little trip.

It is possible that some of you children might like to read the directions and work out the problems to see what Billy did after lunch.

The Twig Book

CUT STRIPS of wrapping paper eight inches wide and as long as the length of the paper will permit. Fasten the end of these papers together to make one long strip. Measure six inches from one end and draw a line across the paper. Continue to draw lines across for the total length of the piece of paper. Now fold the paper on the first line, then fold it back on the second line, and in this way fold the paper to make a book. The edges will be a fold.

Go out-of-doors to find small twigs of various trees. In the orchards you will find some branches of fruit trees which are pruned. There may be trees along the creeks. If the gardener is cleaning up the schoolyard, he might give you some twigs. Whenever you get a small branch, put a piece of paper on it with the name of the tree and the place you got it from.

Now cut the woods into uniform lengths of about four inches. Fasten one on the left-hand fold of the little book you have made. This may be done by sewing through the paper and a small piece of pasteboard on the back. Make them secure. On the opposite side, write the name of the twig and where you found it. If you should have an exhibit, you could stretch the whole paper out and show all your woods, or you may turn the pages as in a book. If you have more wood than you need, trade with some of your friends. Billy got twenty-one different kinds of twigs. See how many you can get.

Seed Charts

A PIECE of building board or heavy cardboard, or, if convenient, a piece of linoleum, makes a very good seed chart. Cut this material the same size as a piece of glass. Ten by twelve makes a good size. Now mark out some circles on the board. Billy used a silver dollar to make his. He made five across the top and six circles under each of these top five. This made thirty circles. Try this to see if it is right. Now cut out each circle so that you will have thirty holes.

Go outside to find as many different kinds of seeds as you can. There may be fruits with seeds in them. Billy found toyon berries and locust pods with little black seeds. Put the cardboard with the holes down on another piece of cardboard, and then put one kind of seed in each opening. Just below the opening, mark the name of the seed. Then put the glass over the holes and bind the edges of the two cardboards and glass with binding or adhesive tape.

A Contest

AS YOU ALL GO for a walk, see which one can find a twig which has grown the greatest distance in three years. Billy found one on the maple which was nineteen inches long. Can you find a longer one?

If you do not like to look for long twigs, you might like to see how many kinds of fruits you can find growing. There are berries, acorns, nuts, and many others. Notice how the plants have packed the food around the seeds.

Find a green leaf which is still growing on some tree, such as the magnolia or the madrone, and place a cork on each side of the leaf by running a needle through the corks. Place the corks so close together that they exclude all the light between them. Leave this for several days and then see if you can see any difference between the color of the leaf between the corks and that of the rest of the leaf. The part under the corks will be lighter in color if the light is cut off from that part.

Make a list of the foods which you ate for breakfast, showing how many of them came from seeds. Your cereal and bread came directly from seeds. Soak some dry lima beans and then put a little iodine on them. If they turn purple, they have starch. Put a little drop of nitric acid on them; if they turn brownish they have protein.

If you try these problems and want to read more about plants and their work, you may do so by getting the book, "The Science of Plant and Animal Life," by Corwin, published by Harr Wagner Publishing Company, or "Green Magic," by Kenley, published by D. Appleton & Co. The *Western Nature Study* bulletin on trees may be also helpful. It is published by the State College at San Jose, Cal.

After trying these problems, you, too, will know, as Billy did, that plants work.

THE SAN FRANCISCO public school system has recently worked out a course of study for health and physical education for the fourth, fifth, and sixth grades. This course of study was worked out by a committee, of which Miss Lesley Reilly of the San Francisco Junior High School was chairman.

This committee was composed of the outstanding teachers who worked under the guidance of the curriculum department. The members of this committee have not only taken advantage of their own experiences, but of the research work of other cities as well.

They have succeeded admirably in working out a course of study so that the correct objectives and activities are admirably adapted to the age of the pupils for which they were intended.

They evidently believe with President Hoover that every child is entitled to health. They have made the course practical in hygiene and free from structural physiology.

DOCTOR DAVID A. WARD, formerly for eight years Superintendent of the Wilmington, Del., Schools, has for the past two and one-half years been Superintendent of the Chester, Pa., Schools. Chester, Pa., is half-way between Wilmington, Del., and Philadelphia, being twelve miles from either place, and is a recognized substantial community of factories and homes. During his régime in Chester, Doctor Ward has carried on a well-balanced educational program. A new platoon school for four hundred pupils has been opened recently, and a $200,000 high school for colored children is now under construction. Over ten thousand students are enrolled in the Chester schools. There are 350 teachers in the system, which is comprised of one 4-year high school, two junior high schools, one for white and one for colored children, and twenty-two elementary schools. In institute work, Doctor Ward provides programs for course of study work.

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

A County Librarian Visits Some European Libraries

By MISS BESSIE B. SILVERTHORN,
Librarian, Stanislaus County Free Library.

[EDITOR'S NOTE: During a tour of European countries in June, July, and August, 1931, Miss Silverthorn visited numerous libraries. She graciously consented to share her impressions of them with readers of the WESTERN JOURNAL.]

IT WAS a good omen for the touring librarian when the library steward of the outgoing S. S. *Olympic* gave her "Hull Down," by Sir Bertram Hayes, to read. In it was the story of how the *Olympic* sank an enemy submarine during the World War. This was a tale calculated to inspire confidence on the part of a timid passenger in her ship, and to keep unbroken, through pleasant contact with the ship's library, her association with books from continent to continent.

Soon after landing in England and motoring to London by way of Cornwall and Devonshire, the attractive signs of the English county libraries began to appear along the roadside. Like the California county library signs, they were a reddish orange, with the device of a flaming torch, over which was laid a scroll bearing the words "County Library." But it was not until reaching a quaint little seaside village in Devonshire that it was possible to visit one of these county library branches. This branch, in a little building of its own, stood at the head of a sharp descent into the village, which at one time was a refuge for smugglers. Now the town is a resort for less desperate guests, who climb the hill to the library, read its magazines and books, and between times gaze out the window at one of the most glorious views in England. A garden surrounds the library, and the custodian is a gardener, too. How often book tending and gardening go hand in hand! In addition to a small but well-selected collection of books by English authors, there was a sprinkling of the older and better known of our American writers. In case of a wanted book not in the local collection, a request is sent to the National Central Library in London, which dispatches it back if possible.

These county libraries in rural England were located much as are ours—in stores, homes, rented quarters. Not many being open mornings made it difficult for the motorist to visit them in passing. However, in the larger towns, such as Tewkesbury, where the county library neighbored our hotel—the Royal Hop Pole Hotel, beloved of Dickens and Mr. Pickwick—it was possible to examine a county library in action. Winchester has an imposing library with patrons absorbed in topics of the day. The streets and buildings of Winchester are themselves an open book, and from them the visitor reads of the days when Winchester was the capital of England and history was being made there by Alfred the Great, Canute the Dane, and William the Conqueror. Here Sir Walter Raleigh was tried, while the gentler memory of Jane Austen and Izaak Walton haunts Winchester's streets and rivers.

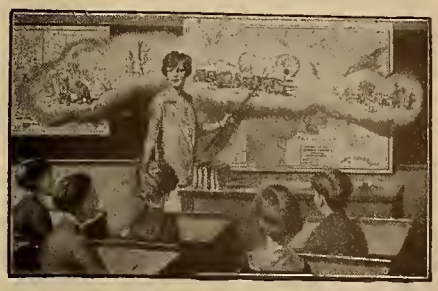
At Stratford-on-Avon, of special interest was the museum and library, located in the reputed birthplace of William Shakespeare. Here are gathered early editions of the great dramatist's work, portraits, priceless manuscripts and letters, bringing the past and present very close together. Fortunately, the picture gallery, library, and museum of Shakespeare relics, located in the Memorial Building which was burned a few years ago, were saved, and are particularly interesting to persons with an enthusiasm for pageants and plays, for they contain much suggestive material.

In Stratford, too, was visited the Harvard house, early home of John Harvard's mother, and now the property of Harvard University, which holds "open house" there for members of the University. Others must pay a small entrance fee. But sixpence is a small price to pay for the privilege of walking in under the "Stars and Stripes" which float over this fine old timbered building.

Oxford University has many fine libraries, but the one which has the greatest appeal for the librarian visitor is the Bodleian, whose building dates from 1445. The collection of books was dispersed in 1550 and the library was restocked in 1598 by Sir Thomas Bodley. Here some of the treasures spread out in glass cases are a First Folio of Shakespeare, a Mazarin Bible and other examples of early printing, books printed by Caxton, a Bay Psalm Book (first book printed in America), Anglo–Saxon Chronicle of the Twelvth Century, illuminated manuscripts whose brilliant colors and gold lettering remain fresh and clear after hundreds of years. There are here, too, famous documents, marking red-letter days in history, which are a legacy to all the world.

Of special appeal to me were the relics of Oxford's greatest poet, Shelley. Here were displayed his watch, many autographed poems, his guitar, and the water-soaked copy of Sophocles, open at a favorite page, taken from his coat pocket when his body was recovered from the sea. Shelley's protrait and a statue grace the university which repudiated him during his lifetime, for he was expelled from University College. I thought of these souvenirs, trivial but touching, when I stood before his grave in the English cemetery in Rome, not far from the spot where is buried that other young English poet, Keats. It was in this cemetery that a number of students, some well-known lecturers and admirers of the poet Shelley, gathered this summer to honor the one hundred and eleventh anniversary of his death. At Sangiuliano, a little thermal station near Rome, a tablet was placed to mark the house where the poet wrote his poem "Adonais."

Radcliffe Camera, a massive circular edifice, standing in the midst of the university, is used as a reading room for the Bodleian Library. Its great dome dominates the Oxford landscape as does St. Peter's in Rome or Giotto's Campanile in Florence. The Bodleian is crowded to overflowing with its more than a million books, thousands of manuscripts, and other relics, and plans are under way to erect a new building and to connect it with the present one by means of a tunnel. The old building would then be used entirely for reading rooms and exhibits, while the new one would house books to the number of approximately five millions!



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SCHOOL MAPS, GLOBES, AND CHARTS

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When one thinks of books and libraries abroad, one thinks instinctively of London. In the county of London, there are about thirty principal municipal libraries, each containing a reference department, and about sixty branch libraries from which books can be borrowed. In the suburbs, beyond the county council boundaries, there are about twenty municipal libraries with reference departments and with about the same number of branches. So that in the area of greater London, there are not less than 130 free public libraries of greater and smaller dimensions.

Since London has such a comprehensive library service, the resources of the famous British Museum Library and Reading Room are reserved for the serious literary worker only, and are not for recreation, self-improvement, or casual reference to books which are easily obtainable elsewhere. Those who can put forward the strongest claim to its use are persons who have occasion to consult original sources, books, or periodicals which are not to be found in ordinary libraries, and those who for literary, scientific, or other serious purposes require a wider range of books on the subject of their study than can be found in other libraries. In order to reserve the limited amount of space which the reading room of the British Museum offers for those who are entitled to use it, restrictions have been placed on the granting of tickets of admission. But once one has proved eligibility and been admitted, no efforts are spared on the part of the library attendants to be of assistance. Persons come from all over the world to do research work here, and stay long periods of time, and a view of activities in this room is very impressive to the librarian visitor.

Dr. George Francis Hall, director and principal librarian of the British Museum, received me very cordially, and later turned me over to his associate, Mr. Cooper, who took me through the various departments and special collections, such as King's Library and early and fine bindings.

I was much interested in the music collection. This department occupies quarters in a new wing of the building. Here are gathered books relating to music and musicians, and literally every piece of music printed in Great Britian, because, as in the case of our own Library of Congress, copies of all books and music printed must be filed there for copyright purposes.

This was an inspiring visit to an institution which houses the greatest collection of books, manuscripts, works of art, and antiquities in the world.

Especially interesting was a visit to the National Central Library, not far from the British Museum, which in a way centralizes the work of the county libraries of England. From here books are loaned to the various county libraries and their branches scattered through England, with the exception of fiction and children's books. In this library, I found much in common with our own work in California, and my hostesses were eager to hear of our methods and practices. Some of the problems of English libraries seemed to be cooperation between existing libraries and union catalogues to locate needed material for interlibrary loans. And last, but never least, the matter of financial support for development and expansion.

The English are great readers and are "library-minded," but that library has until recently been the subscription library; and the big subscription libraries, such as Mudie's and the Times Book Club, still send their shipments to "county families" and collect the annual fees. But the democratic idea of free public and county libraries is making headway, and England looks to American library practice for ideas and inspiration.

Sharing honors with the British Museum as one of the great libraries of the world is the Bibliotheque Nationale of Paris. To its four million books are added departments of maps, manuscripts, prints, engravings, coins, and other works of art. Its vast collection of books was amassed by acquiring many smaller libraries of interest and value, by purchase, gift, and by receiving the books of suppressed religious orders and the forfeited libraries of aristocratic refugees at the time of the revolution. Some of the treasures of this national library are the Gospels written on royal parchment in 781, and belonging to Charlemagne—the Gospels of Louis-le-Debonnaire, the Bibles of Charles-le-Chauve, the Bible of Blanche of Castile, and the Psalter of St. Louis. Royal patronage has played its romantic part in the library's making, and a taste for splendid bindings has given the library many magnificent volumes.

Admission to the library's reading and reference room is by ticket secured from the secretarial office, and foreigners must show their passports and pay a small fee before they can have the freedom of the public rooms. Visitors also must show a *laissez-passer,* or release, from a librarian before leaving the library, in order to show that they have returned all material in good order and are not making off illegally with any books or papers. The serious research worker is given every attention and access to the library's rich store, and the librarian visitor shown every professional courtesy.

Paris is a city of libraries, and a fascinating one is that of the Academie de Musique et de Danse, or as we speak of it, the Paris Opera. Here are to be seen souvenirs of the great composers of France and other countries, rare musical scores, and many pictures and statues of those who have contributed to the lasting music of the world. Famous singers and actors are here memorialized. Its archives are a Mecca for students who come here to study costuming and stage settings. It is easy to comprehend why Paris attracts the artist and the scholar.

The American Library, 10 rue de l'Elysee, in its lovely location in a gracious old mansion, is the legacy of the American Library Association's war service. Here in the real American library atmosphere one can read newspapers and periodicals "from home," and secure for home reading books from the library's well-stocked collection. There is an attractive children's room, rare in European libraries, and a department devoted to music.

The library also loans books outside of France and tries to act as a clearing house of ideas for library practice for the various countries of Europe. Graduates from the Paris Library School, once connected with the American Library, but now discontinued,

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may be found widely scattered, carrying on the American library ideals.

En route to Italy from France, there were all too brief visits to the libraries of the Musee Plantin–Moretus in Antwerp, that marvelously preserved printing house of the middle ages, with its locked cases of incunabula or "cradle books"—and to the library of the Peace Palace in The Hague, housed in the fine building given by Andrew Carnegie and gorgeously furnished by the countries of the world.

In Milan, Italy, was visited the Biblioteca Ambrosiana, where the present pope was chief librarian from 1886 to 1911. Here one is thrilled at sight of manuscripts in the handwriting of Dante and Galileo. There are original drawings by Leonardo da Vinci, and Raphael's full-sized cartoon for his "School of Athens," later seen in Rome, is here also. A collection of ancient maps is interesting to the modern traveler. There is also a picture gallery with pictures by Italian masters.

Of peculiar interest to me was Milan's famous opera house, La Scala, where my mother had prepared for opera when a student in Milan, and its adjacent museum and library. Here is a charmingly arranged museum and library where are preserved famous manuscripts in the fine notations of Rossini and Verdi, operas that have stirred music lovers for generations. Musical instruments there are, too, that once spoke under the touch of such artists as Paganini. Very amusing are costumes worn by famous singers and actors. Portraits, statues, miniatures, and penciled caricatures are everywhere. The library contains books connected with music and the stage, scores, programs, and pamphlets very valuable for research and absorbingly interesting to the music lover. The methods of collecting material and caring for same, as well as its indexing and cataloguing, were an important study to the visiting librarian.

Florence, Italy, has the Biblioteca Laurenziana, founded by Cosimo de'Medici in 1444, and housed in the beautiful rooms designed by Michelangelo, with splendid carved desks upon which to display the treasures of the library. The chief treasures are manuscripts of Greek and Latin classics, and of Dante, Virgil, Petrarch, and Leonardo.

The Vatican Library in Rome is a treasure house of bewildering extent. The history of its transformation from a prison of books to a modern library, accessible to scholars, and arranged and catalogued after American methods through the generosity of the Carnegie Endowment for International Peace, is an inspiring one. Pope Pius XI, out of his natural love of books and his experience as librarian of the Ambrosiana in Milan, is making this library one of the most valuable in Europe.

The touring librarian returns home inspired by the respect for the printed word and its careful preservation throughout the ages, and not discouraged by the richness of European libraries.

She glories in the Library of Congress, which recently bought the Vollbehr collection of incunabula, including the priceless Gutenberg Bible, for $1,500,000. She appreciates the collection being assembled by the California State Library for the use of all the people of California, and its fine spirit of leadership for the libraries of the state. And she returns with a greater enthusiasm to her part in county library service, where books are "not too bright or good for human nature's daily food," but are a part in the nourishing of American life and ideals.

CHILDREN'S BOOKS OF THE SEASON

Selected by WILHELMINA HARPER

For Younger Children

GRANDMOTHER'S DOLL, by Elizabeth G. Bouton. Duffield Company, New York. Price $2.50. This wonderful doll had a most interesting life. Grades 3 and 4.

JOHNNY PENGUIN, by Dorothy and Marguerite Bryan. Doubleday, Doran & Co., Garden City, N. Y. Price $1. Jolly picture book of penguin life at the pole. Grades 2 and 3.

THE BLUE TEAPOT, by Alice Dalgliesh. Macmillan Company, New York. Price $2. Stories of happy child life in a Nova Scotian village. Grades 3 and 4.

SOME POEMS OF CHILDHOOD, by Eugene Field. Charles Scribner's Sons, New York. Price $1. Some of the author's best-known verse, selected by Bertha Mahoney. Grades 3 to 5.

LITTLE PEAR, by Eleanor F. Lattimore. Harcourt, Brace & Co., New York. Price $2. Interesting life of a happy little Chinese boy. Grades 3 and 4.

A BRIGHT BOOK OF LIGHTS, by Helen B. Minnich. Frederick A. Stokes Company, Inc., New York. Price $1.25. Picture book of all the lights that interest children. Grades 2 to 4.

THE MEDDLESOME MOUSE, by Vera Neville. Macmillan Company, New York. Price $2.50. Jolly tale, with delightfully expressive pictures, of a very bad little mouse. Grades 1 and 2.

YOUNG HAWK AND HIS PONY, by Harriet Salt. Macrae–Smith Company, New York. Price $1.50. How a resourceful Indian boy recovers his lost pony. Grades 4 and 5.

For the Middle Age

THE BUSY BOOK, by Floy L. Bartlett and Alida Conover. Doubleday, Doran & Co. Garden City, N. Y. Price $1. Entertaining book of games, puzzles, and riddles. Grades 4 to 6.

NICOLINA, by Esther Brann. Macmillan Company, New York. Price $2. About the happy life of a little girl of Italy. Grades 4 to 6.

KNOCK AT THE DOOR, by Elizabeth Coatsworth. Macmillan Company, New York. Price $2. The adventures of a little fairy boy, part mortal, with illustrations by Bedford. Grades 4 to 6.

THE STUFFED PARROT, by Parker Fillmore. Harcourt, Brace & Co., New York. Price $2. Very pleasing story of a pet parrot that is kidnaped and found again. Grades 4 to 6.

BOOK OF THE WOODS, by Marianne Gauss. Laidlaw Bros., Chicago. Price $1.50. Shows the author's fine sympathy for animals and well worth reading. Grades 5 and 6.

MISS JIMMY DEAN, by Rose B. Knox. Doubleday, Doran & Co., Garden City, N. Y. Price $2. Excellent picture of child life on a plantation of long ago. Grades 5 and 6.

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INDIANS, CROCODILES, AND MONKEYS, by John V. Deuel. Century Company, New York. Price. $2. Exciting adventure in South American jungles. Grades 6 to 8 and high school.

JAVA HO! by Johan W. Fabricius. Coward–McCann, Inc., New York. Price $2.50. Gripping tale of the sea, translated from the German. Grades 6 to 8 and high school.

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WESTERN SCHOOL NEWS

JULY 25-30, 1932, at Honolulu, Hawaii, will occur the Regional Conference of the World Federation of Education Associations. The conference will relate to all countries in the Pacific and will deal with such subjects as the "Dual Language Problem," "Modern Educational Problems in the Oriental Setting," "Vocational Education," "Health Education," and "Adult Education."

AN INSTITUTE of adult education will be held in Spokane, Wash., April 6, 7, and 8, 1932, under the auspices of the Inland Empire Education Association, an organization which draws its membership from Idaho, Montana, Oregon, and Washington.

CORNELIUS B. COLLINS held the annual Imperial County teachers' institute at El Centro December 21 to 23, and teachers report it as unusually helpful. A new feature was that of securing from the teachers themselves a written choice of subjects in which they were most interested and a definite assignment to various group conferences, led by strong local teachers, as indicated by their own selections. One-third of the institute time was allotted to these conference groups. Doctor Thomas Alexander of Columbia University, Mrs. Louise Pinckney Sooey of University of California at Los Angeles, and Doctor William G. Campbell and Doctor Bruce Baxter of University of Southern California were delightful speakers at the general sessions.

AN UPHOLSTERED SEAT and desk combination that promotes more correct and comfortable classroom posture is the latest idea in schoolroom equipment introduced in Grand Rapids, Mich., by the American Seating Company.

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2. **What are its aims?**
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3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities, shown on the above graph, and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership August 1, 1931, was 37,680.
10. **Why should I join?**
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THE C. T. A. CONVENTIONS

SOUTHERN CALIFORNIA held its big convention at Los Angeles, the Coast section at San Luis Obispo, and Northern California section at Sacramento, the week of December 14, 1931. The San Joaquin section met at Fresno and the Bay section at Oakland and San Francisco, the week of December 22, 1931. The speakers included the following:

Doctor Thomas Alexander, professor of education, Teachers College, Columbia University; Doctor Bennett Mills Allen, University of California at Los Angeles; Honorable Florence E. Allen, judge, Ohio Supreme Court; Doctor Louis K. Anspacher, dramatist; Cameron Beck, personnel director, New York Stock Exchange; William J. Bogan, Superintendent of Schools, Chicago; Doctor Frank Bohn, expert on international news, New York; Doctor Otto F. Bond, editor, Chicago University Press; Mrs. Hugh Bradford, president, National Congress of Parents and Teachers; Honorable E. W. Butterfield, state commissioner of education, Connecticut; Doctor Paul F. Cadman, executive secretary, San Francisco Stock Exchange; Doctor Daniel Fox, Pasadena; Doctor Raymond G. Gettell, professor of political science and associate dean of the College of Letters and Science, University of California; Miss Frances R. Grant, vice president of the Roerich Museum, New York City; Doctor William S. Gray, dean, College of Education, University of Chicago; Miss Florence M. Hale, supervisor of rural schools, Maine, and president, National Education Association; Doctor L. Thomas Hopkins, Lincoln School, Teachers College, Columbia University; Doctor William A. Howe, University of New York; Doctor Glenn Hughes, professor of English, and head, division of drama, University of Washington; Doctor Myrtle E. Johnson, San Diego State Teachers College; Honorable Vierling Kersey, Superintendent of Public Instruction, State of California; Doctor Bruce Gordon Kingsley, University of California, extension division; Doctor Tully C. Knoles, president, College of the Pacific, Stockton; Graham Allan Laing, professor of economics and business administration, California Institute of Technology; Doctor Ralph B. Larkin, Claremont Colleges; Doctor John H. Latané, member of the Walter Hines Page School of International Relations, Johns Hopkins University; Doctor Paul S. Lomax, professor of education, New York University; Doctor N. Wing Mah, University of California; Doctor Arthur Patch McKinlay, professor of classical languages, University of California at Los Angeles; Doctor Jay B. Nash, professor of education, New York University; Doctor Constantine Panunzio, assistant professor of economics, University of California at Los Angeles; Doctor Walter B. Pitkin, professor of journalism and psychology, Columbia University; Miss Victoria Powell, lecturer, Stratford-upon-Avon Festival Company; Doctor Theodore G. Soares, professor of ethics, California Institute of Technology; Doctor Gordon S. Watkins, professor of economics, dean of the summer session, University of California at Los Angeles; Messrs. Herbert C. and J. Henry White, specialists in Chinese art; Edgar Harrison Wileman, Barker Bros.

The above list does not include names of many additional speakers who addressed special group meetings.

The concensus of opinion was that while many of the speakers were outstanding leaders on the subjects they handled, they were all more or less under the influence of our economic condition and brought no panacea for financial ills. Honorable E. W. Butterfield, state commissioner of Connecticut, a graduate of Dartmouth and a classmate of Selden C. Smith of Ginn & Co., was the most popular speaker. He had an interesting message for the teachers. His subject was "School Dull, but Life Bright." Florence Hale, editor of the *Grade Teacher*, was very popular. She is always entertaining and uses ideas as well as words in her speeches. Beulah Coward of Pasadena was elected president of the Southern section; County Superintendent Blanche Davis was elected president of the Coast section; J. R. Croad, principal of the Sierra School, Sacramento City, was elected president of the Northern section; M. C. Taylor of the Madera schools was elected president of the San Joaquin Valley section; and Miss Estelle Unger of Petaluma was elected president of the Bay section. The teachers organization has become so well organized, with more than 90 per cent of the forty thousand teachers actual paying members, that it has become a power under its present leadership for progressive standards in education. The dues are nominal compared to the benefits. The *Sierra Educational News* is sent to each member, and the January issue is an extremely valuable contribution to current educational procedure.

COMPLETE WASHINGTON ANNIVERSARY PROGRAM FOR EVERY GRADE, compiled by Alma Adair, published by Noble and Noble. Price $1.50. This excellent book has material for each grade and is arranged in such a convenient manner that additional material may be used. It meets the need of the teacher for her special work on Washington in 1932.

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Thursday, January 21 A Midsummer Night's Dream	Thursday, January 28 King Lear
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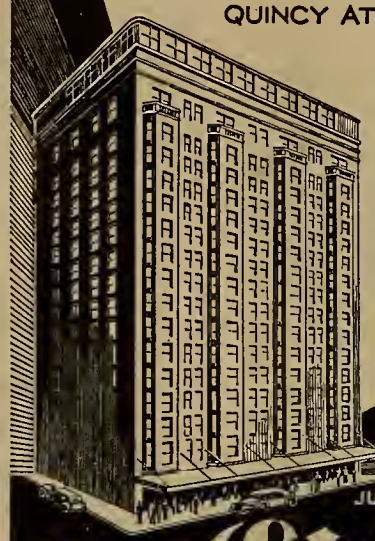

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Source Material on Trees for Arbor Day, March 7, 1932, by Karl Hazeltine

THE
WESTERN JOURNAL
of EDUCATION

FEBRUARY, 1932

Joaquin Miller's Poetic Appeal to Plant Trees

Written for the "Golden Era," October, 1886

Of all the beautiful things in this purely beautiful world there is nothing in all inanimate nature uearly so grandly beautiful as a tree.

"In the desert a fountain is springing,
In the wild waste there still is one tree;
In its branches a sweet bird is singing,
And it calls to my spirit of thee."

No poem of nature, no great picture of the past, no story of Eden ever has been or ever can be without these grand old orators, the trees, standing up in stately majesty, and telling nearly all there is to be told by their very presence.

A tree standing to the four winds of heaven, holding up its great strong arms in mute prayer, waiting the rain and the sun and the majestic march of the seasons, how grandly upright, patient, appealing, faithful, and true!

No architect that ever has been could build a tree. Artists can paint men, but even the Titanic Titian hardly dared call attention to the trees he tried to paint as a background for his figures.

Oh, the glorious and protecting trees! The birds, the squirrel, the deer—all creatures, even man, when the sudden storm is upon him, flies to the friendly woods. The hardy and healthy oak tree has given us in its very name the one *robust* word in all our solid Saxon tongue.

Napoleon always chose his generals and his personal friends also, so far as he could, from those who loved horses, saying that a man who loved the horse could be neither very weak nor very wicked. There is much in this. A man who really loves his horse, and is truly kind to this noble brute, cannot be very mean. "A just man will be merciful to the brute."

But for my part, if I were in a position to choose my friends from over the face of the earth, I would, if consulting my own comfort and congenial taste, have no man or woman near me who did not love and have daily intercourse with trees and flowers.

For several years I wandered about Italy, the farther Sicily, and the Levant. I was a student, and too poor most of the time to live in hotels, or put up at entirely secure places; and so I had to pick out my abiding place oftentimes from among the poorest of the poor, where brigands and all sorts of doubtful people were frequent. But I always picked out a place where there were flowers in the windows, or vines and bushes about the door. And while I must concede that I more than once came in contact with those who were robbers by trade during these years, I never lost so much as a button or received one uncivil word. A man or woman who loves and cultivates and comes in contact with trees and flowers is incapable of crime.

I make this appeal a personal one. And if you are true to me and to yourselves, you will gladly respond and plant a tree with me.

Published Monthly by
HARR WAGNER PUBLISHING COMPANY
609 MISSION STREET
SAN FRANCISCO :: :: CALIFORNIA
Entered aa second-claaa matter at tha Postoffica at
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VOL. XXXVIII, No. 2 SAN FRANCISCO, FEBRUARY, 1932 PRICE 15 CENTS

SOURCE MATERIAL FOR ARBOR DAY

Trees

By KARL HAZELTINE
State Teachers College, San Jose, Cal.

HISTORICAL.

It is particularly appropriate that we should study trees at this time of the year, because it will soon be Bird and Arbor Day. The word arbor means tree, and Arbor Day is the time when many of the people of California plant trees.

FIRST ARBOR DAY.

It was sixty years ago that the first Arbor Day in the United States was celebrated, although many people in other countries had observed tree-planting days before that time. Nebraska, where there are great plains and very few native trees, was the state where this day originated. J. Sterling Morton thought that it would be a good plan to have the people of his state, Nebraska, plant trees and shrubs so that they might have the joy and pleasure which comes from having trees, greenery, and flowers. A little later the people of Nebraska decided to make this celebration an annual event and plant trees on the birthday of Mr. Morton. His birthday came on the twenty-second of April. The idea soon spread until today every state in the Union has a day set apart to plant trees.

THE FIRST ARBOR DAY IN CALIFORNIA.

A school man, a poet, and a public-spirited citizen were responsible for the first Arbor Day in California. In the fall of 1886, Joaquin Miller and Harr Wagner conceived the idea of having the children help in planting trees to beautify the barren spaces of Goat Island and that area at the Presidio known as Fort Mason, in San Francisco.

They finally conferred with Adolph Sutro, who furnished the trees. Professor E. J. Wickson of the University of California offered some trees and valuable suggestions. The plans matured, and on November 27, 1886, many notable men met and helped the children plant the trees. A great cross was planted on Goat Island. Mr. Sutro liked the idea so much that he planted his estate out near the Golden Gate, and now all San Francisco enjoys Sutro's Forest.

In California it was decided to combine bird study with that of trees and to make conservation the motto, and so we have our Conservation Bird and Arbor Day. Mr. Morton's birthday came too late in the year for us to use that date, as here in California we have an earlier season than they do in the East. After a study of the situation in 1909, it was decided to hold the California Bird and Arbor Day on March 7, Luther Burbank's birthday. California wished to honor Burbank in the same way that Nebraska desired to honor Morton. Schools are supposed to have appropriate exercises for Bird and Arbor Day.

Luther Burbank was a splendid choice, as he was a man who had given the greater part of his life to the improvement of plants. He had been a poor boy, but he had been able to see things in nature, and had the ability to notice the changes which nature worked out in plants. Not only this, but Luther Burbank was not afraid to work hard and continuously to bring about his success. He has given to California better potatoes, more delicious fruits, pitless prunes, also larger and sweeter plums, and spineless cactus. These are but a few of the new creations in plant life which Burbank has given us. It is therefore fitting that we should hold our tree-planting activities on Burbank's birthday. Would it not be a good idea to plant a group of trees now, so that when 1972 comes, you could celebrate the centennial of the first Arbor Day in your own grove of trees, which you have planted?

PLANNING FOR THE PLANTING.

There is no more reason why people should plant trees without a plan, than they should build a house without planning. If you should be looking forward to having a real Bird and Arbor Day celebration, there are many things which you should begin to plan for now.

In the first place, be sure that you have room for the tree which you want to plant. Some trees need much more room than others. In the next place, be sure that the place you have chosen has the right type of exposure and soil. It will be seen that a tree which naturally grows near the stream, as a sycamore, will not do well on some dry hill; at the same time, a tree such as a canyon oak likes a dryer exposure.

If there are no trees or shrubs around the schoolhouse or your home, it might be well to see which plants would be best to place next to the house. As a rule, those which grow taller should be nearer the building, and those which are shorter in front of these. If the school has no water to use for irrigation, and the soil is dry, it might be well to make a "Chaparral Garden." This would make use of such plants as are naturally found in the dry places, such as manzanita, wild lilac, holly leaf cherry, sage brushes, greasewood; and certain flowers, such as, Indian paintbrush, pitcher sage, sticky monkey flower.

The association of plants which would do well in damp places might include alders, sycamores, bay trees, elderberry, and willows.

PROCURING THE PLANTS.

One must be careful if he is going to advise people to procure their plants from the territory around the school. Some will not respect the rights of others and will go onto a man's land and dig up trees without permission, but this is not necessary. Very often, if you keep your eyes open along the highway where the roads are being widened, you may find small trees which have been carried down in the soil from grading. There is one boy who found along the highway, on his way to school, some fifteen trees. He was a wide-awake fellow, and when he found the trees, he wrapped them in wet paper to keep them from drying out. Then, as soon as possible, he planted them in old tin five-gallon cans. Of course he put holes in the bottom of the cans for drainage. When it was time to plant the trees, he cut the cans down two sides, pulled the tin off, and planted the soil, tree, and all.

There are many nursery men who will make special prices to schools. We do not have to depend upon native plants.

There are many trees and shrubs that may be used which are native of some other country. Thus the planting may take on an international character. Eucalyptus trees from Australia, walnut trees from Persia, pepper trees from South America, and the Ginkgo trees from Japan are some which might be included. Still another way to get the plants is to have the various children bring a small shrub or tree of some sort from home.

PLANTING THE TREES.

After the places for the trees have been decided upon, the next step is to prepare the ground for planting. If the ground is uneven, it should be leveled. The place for each plant should then be marked with a stake. Now procure a stick one by three inches, and five feet long. Cut out a square from the ends on the same side of the stick, two by two inches. On the opposite side of the stick and in the exact middle, cut out a notch two by two inches. Call this last cut A, and the cuts on the end B and C. Put this stick or yoke so that the hole A is over the stake marking the place where the tree or plant is to be placed. Put a stake in holes B and C. Now remove the center stake and dig the hole.

The hole should be dug about two feet square and two feet deep for small trees, and greater in size if the trees are larger. When digging, put all the top dirt on one side and the bottom soil on the opposite side. Be sure the piles of dirt do not interfere with the two stakes which are marking the place where point B and C come.

Place the yoke back on the two stakes, and place the tree so that the trunk will be in the notch A. This will place the tree in the same position in which the original stake was. Hold the tree and put in the top soil around the roots. If it is noted that any of the roots are broken or scarred before planting, be sure to remove the injured parts with a clean sharp cut. After the plant is in the ground, it is well to pour some water around the roots, in order to get the soil close around them.

After planting a tree, be sure to cut the top back, if it is possible to do so without spoiling the shape of the tree. The roots will not be able to gather much food and moisture for a while, so it is essential to cut down the amount of moisture that would be needed if the top were left without cutting.

It is well to remember that the feeding root hairs are found just back of the growing tip. If it is possible to dig down and root prune the tree, that is, to dig a trench around the plant about two or three feet from the trunk and cut off some of the roots and fill up the hole, the plant will grow some new feeding rootlets before it is taken from the ground. This will help it to become established later when planted.

PROTECTING TREES.

After the trees are planted, it is well to protect them from excessive heat. So many times the tree will not have any leaves when it is planted, and the sun will burn the trunk and cause the bark to break down. This may cost the life of the tree. Paper wrapped around the trunks of small trees is a very good protection.

There are certain animals which will injure the trees if one is not careful. In some places the rabbits are a source of annoyance. If they are bad and one desires to protect the tree from them, it is possible to make a cylinder of small chicken wire around the tree.

THE USES OF TREES.

Trees are very useful to man: He eats the products of trees, such as fruit; he builds his homes of trees, in the form of lumber. He uses wood for fuel. Wood is used for sports, as baseball bats, tennis racquets, and hockey sticks. The newspapers we read are printed on paper made from wood. We even get sugar from maple trees. If trees were not so useful for the things mentioned, they would still be worth while. A country without trees is a desolate looking place —without shade, without green foliage, and with few song birds.

It would be interesting to make a list of all the things you could think of that are made from trees.

KINDS OF TREES.

It will not be possible for us to name all the trees which grow in California. There are two large classes, however; those which are native and those which are introduced. There are certain trees introduced now which may have been native in the past. Lyman Daugherty in his study of petrified woods thinks that some of them were trees which no longer grow as native trees, but must be introduced. This shows us how plants have changed their places of living when conditions change.

Just to give the reader an idea of some of the native trees and some of the exotic or introduced trees, the following summary is made:

Acacia—The acacia which we enjoy so much this time of the year is one of some 450 species. Some of these are large trees, some are shrubs, and some small herbs. Of this large number, more than two-thirds are native of Australia. In Australia the acacia is known as "Wattles." It has had a place on the postage stamps of Australia. See if you can find it on some stamps from that country in your stamp album. The yellow blossoms are very attractive and the foliage is beautiful. Even the seed pods are interesting.

C. H. Shinn, writing in "An Economic Study of Acacias," U. S. D. A. Bulletin, 1913, states that Australian immigrants coming to seek gold brought the first acacia seeds. Colonel Warren obtained seeds from Sydney, in 1853, and, by 1858, nurserymen near San Francisco were supplying twenty-five species.

The Eucalyptus—Another tree which was introduced from Australia was the Eucalyptus. When one sees all the trees of this kind, and notes the wide distribution and size they have attained, it is hard to believe that the first one was brought to California after 1850.* It is known that before the Civil War there were Eucalyptus trees growing in California.

In 1870 Ellwood Cooper of Santa Barbara began planting many Eucalyptus trees. He had one tree which had grown over forty feet in three years from a seed.

There are well over a hundred different species of Eucalyptus trees. The one most common in California is the blue gum.

The name of the Eucalyptus tribe means "well hidden." One may find out why, if he will look at the fruit before the cap has been forced off. The flower parts are well hidden.

An oil is distilled from Eucalyptus leaves, which is used medicinally.

Pepper Trees—Another tree which is commonly grown in California is the pepper tree. This tree is not a native tree, although in some places it is one of the most common shade trees. It is a native of South America, chiefly in Peru. The Spanish sent the pepper tree to Spain, and from there it reached England and Italy. In none of these places does it flourish as it does in California.

The mission fathers liked the pepper trees and planted them around the missions. The tradition runs that a wandering sailor gave the priest some seeds for the hospitality offered him at the Mission San Luis Rey. This was about the year 1825. From this present, the first pepper trees in California were started.

There are two distinct pepper trees. One produces little yellowish blossoms and is the male or staminate tree. The other tree produces the berries; it is the female or pistillate tree. These two kinds of trees must be present if seeds are to be formed.

The lacelike leaves and red berries of the pepper tree make it highly prized as a shade tree.

NATIVE TREES.

Of the native trees, it is difficult to know which to choose. The Sequoia should have a high ranking. It is not only a native of California, but California is the only place where it grows naturally. Undoubtedly, Sequoias were widely distributed at one time. Now the California redwoods and the

* A. Kinney says in 1856. "Eucalyptus," Los Angeles, 1895, p. 11.

California big trees are all that are to be found which have not been planted by man.

Sequoia was the name of a Cherokee Indian who invented an alphabet for his people. Stephen Endlicher called these trees Sequoias after this Indian.

The Sequoia *gigantia* is sometimes known as *Washingtoniana* or *Wellingtonia*, but to most of us it is the California big tree. The wood of this tree, which is the largest known, is so brittle that sometimes the trees break into pieces as they fall. The wood is of little use commercially.

The Sequoia *sempervirens* means the evergreen or ever living Sequoia. This is the common redwood tree of the Coast region. It is a splendid tree for lumber.

Probably the oldest living thing is the Sequoia tree. Jepson thinks that some of the big trees may be twenty-four thousand years old. It would be interesting to know everything that has transpired beneath one of these monarchs of the woods.

California Native Palms—There is at least one palm which is a native of California. This one has been found along the borders of the California desert. There are a large number of these in Palm Canyon. This palm, known as the California fan palm, is quite large, measuring some four feet through at the base. It may reach a height of fifty feet.

The old leaves naturally cling to the trunk and form a protection for the tree from heat and drying winds.

The specific name of this palm, *filifera*, means "thread-bearing." It will be noted that the leaves have long, white thread-like fibers clinging to them.

There is another fan palm which is taller and more slender. This has no threads and smaller leaves. This too many be a native, although no one is sure about that.

A Game.

If you have become interested in trees, I am going to explain how you may come to know them better and at the same time have a good time playing a game.

The game is played by copying the following letters on separate cards:

1. Tthcesnu.	11. Nadeorm.
2. Lem.	12. Kao.
3. Talwun.	13. Reppep.
4. Nipe.	14. Palytuseuc.
5. Doordew.	15. Hicrb.
6. Raulel.	16. Lamp.
7. Laprop.	17. Hotrawhn.
8. Illwow.	18. Has.
9. Ramoecys.	19. Derbyelerr.
10. Dearl.	20. Lapem.

Hold up a card until you feel that everyone has had a chance to see it, and the first one who can tell the name of the tree, which is made up from the letters, may have the card. If he can tell some fact about it, he may keep it; if not, put it back in the stack. Continue until all the cards are gone. The one getting the most wins.

Where More Information May Be Found.

1. "Source Material for Conservation Bird and Arbor Day," Bulletin 2G, State Department of Education, Sacramento, Cal.
2. "Trees, Western Nature Study," Vol. I, No. 3, State College, San Jose, Cal.
3. "Trees and Shrubs of California Gardens," C. F. Saunders, McBride Publishing Company.
4. "Eucalyptus," Abbot Kinney, B. R. Baumgardt Company, Los Angeles.
5. "Getting Acquainted With the Trees," J. H. McFarland, The Outlook Company, New York.
6. "The Forestry Primer," The American Tree Association, Washington, D. C.
7. "Trees for Roadside Planting," Farmers Bulletin 1482, U. S. Department of Agriculture, Washington, D. C.
8. "The Forest," D. Priscilla Edgerton, a handbook for teachers; U. S. Department of Agriculture, Miscellaneous Circular No. 98.
9. "Forest Trees of the Pacific Slope," George B. Sudworth, Forest Service, U. S. Department of Agriculture, Washington, D. C. Price 60 cents.
10. "Trees of California," W. L. Jepson, University of California, Coöperative Store, Berkeley, Cal.
11. "Our Trees and How They Serve Us," Maddox and Parkins, Chas. Scribner's Sons, New York.

ADOPTION OF ARITHMETICS

The State Curriculum Commission at its regular meeting, held in Santa Barbara February 12 and 13, gave careful study to the various series of textbooks in arithmetic submitted for use in the elementary schools of the state, and selected the following for intensive study:

Clark, Otis, Hatton, "Modern School Arithmetic," World Book Company; Durdell and Gillet, "The New Day Arithmetics," Charles E. Merrill Company; Knight, Studebaker, Ruch, "Standard Service Arithmetics," Scott, Foresman & Co.; Smith, Luse, and Morss, "The Problem and Practice Arithmetics," Ginn & Co.; Stone and Mills, "Unit Mastery Arithmetic," Benj. H. Sanborn & Co.; Brueckner, et al., "The Triangle Arithmetics," The John C. Winston Company.

A true test of friendship—to sit or walk with a friend for an hour in perfect silence without wearying of one another's company.—*Mrs. Mulock-Craik.*

Friendship above all ties does bind the heart,
And faith in friendship is the noblest part.
—*Shakespeare.*

A friend is gold: if true he'll never leave thee;
Yet both, without a touchstone, may deceive thee.
—*Thos. Randolph.*

The condition which high friendship demands is ability to do without it.—*Emerson.*

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

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By bus from Avenue de L'Opera to the airdrome Le Bourget, weighing of passengers and baggage, payments on excess baggage at rate of 12 cents per kilogram. Le Bourget airport not superior to that of Oakland or Glendale—turf field.

With load of passengers and baggage the plane rises easily. Paris in view below—then above the clouds to the English Channel—smooth sailing. The English Channel—small and large ships—rough waves. The plane drops near the water. Steward says we will be late because of heavy headwind. The plane begins to pitch and roll. Hundred-mile speed and fifty grand miles of shoreline. Southern England—clear-cut fields, drainage canals, and creeks—farms—castles here and there. The rolling of the plane unpleasant—rough terrain. The Croyden Airdrome, one hour and fifteen minutes late. Everybody happy to be on land. The San Francisco to Los Angeles ride by Western Air a buggy ride in comparison.

Foreigners stand back—British through Customs first. Bus to London—streets—city houses. The Strand—London. London—a busy little place with the cry of hard times—one sees more liveliness than on the continent or in the United States. Theaters crowded—billiards, boxing, circuses, football, greyhound racing, iceskating, lectures, and, not least—twelve theaters still giving Christmastide children's plays. The list, impressive, is as follows:

Arts Theater Club, Gt. Newport Street, W.C., 5:15. The Playroom Theater Club presents "A Christmas Revue for Children." 2*s.* 4*d.* to 5*s.* 9*d;* Embassy Theater, Swiss Cottage, 2:15. "Cinderella"; Garrick Theater, 2 and 7:45. "Dick Whittington"; Grafton Theater, Tottenham Court Road. 2:30. "Little Tuk's Dream"; Holborn Empire. 2:15. "Where the Rainbow Ends"; Lyceum Theater. 2 and 7:30. "Cinderella"; Lyric Theater, Hammersmith. 2:30 and 8:15. "Aladdin"; New Theater. 2:15. "Treasure Island"; Palladium. 2:15. "Peter Pan"; Royalty Theater. 2:30. "Buckie's Bears"; Savoy Theater. 2:30. "Toad of Toad Hall"; Victoria Palace 2:15. "The Windmill Man."

The Drury Lane Theater, the fourth building of its name on the same site through the last several hundreds of years. "Cavalcade" on the boards. In the words of the program—"Illustrated England to Date—A Panorama of High Lights of English History from 1899 to 1931." A sold-out show—toppers in form. In the lounge, footmen in the scarlet attire of King George III serving refreshments—liquids.

The Strand—Piccadilly—Regent Street, with its small exclusive shops—art galleries, taxicabs of vintage of the first Model T Fords, with the original brass mountings shining.

The omnibuses in continuous line—driving on the left-hand side of street—to the American driver, the cause of shivers. The new six-wheel omnibus, costing five thousand pounds, like a twelve-cylinder motor, eases off with no jerks or grinding of gears—superior to anything in New York, Chicago, or Los Angeles.

The West End of London—Trafalgar Square—the Nelson Column—the National Gallery—Buckingham Palace and the Guards—the Mall—Hyde Park—Bond Street and its shops, purveyors to His Majesty the King—Shakespeare's Head—a pub, old ale—Oxford Street—Kensington and its museums—Westminster—the Houses of Parliament—11 Downing Street—a little house off the way.

The City — Victoria Embankment — London's Riverside Boulevard — Queen Victoria Street — the Monument — the Tower—the Bank of England—St. Paul's Cathedral in its vastness—Fleet Street—the street of ink—Lincoln's Inn—Covent Garden—London's fruit, vegetable, and flower market.

Great editorials on the 10'clock closing recommendation of the Licensing Report.

The fortieth annual meeting of the Incorporated Association of Head Masters in Guildhall, London, January 5 and 6.

Mr. J. E. Barton, president of the association, in his address said, "Progress in education had come to be like democratic politics, an ever-widening stream of change which no individual or manageable group of individuals was able to control or direct. Many of them felt from time to time that they were drifting rather helplessly with a fortuitous current. Every addition to every syllabus, every new method of teaching, every new refinement of approach to every subject could support itself by logical and convincing arguments. Nothing was wrong anywhere except the total result."

On Authorities. Resolution: That it is essential to the economic and efficient development of the national system of education that the existing smaller educational authorities should be merged in larger administrative areas. Discussed by F. S. Orme of Reigate.

On Freedom and Individuality of Secondary Schools. Resolution: That the maintenance of the traditional freedom and individuality of her secondary schools is one of the most valuable contributions that England can make to educational development. Discussed by Doctor J. H. E. Crees, Hereford Cathedral.

On Educational Economics. Resolution: That it is essential that the economies effected in educational expenditure should be regarded as temporary, and should be of such a nature as will not curtail the facilities for education or hamper their future development. Discussed by F. B. Malin of Wellington College.

"Self-Expression" furnished the subject of an address by Sir John Adamson, late director of education for the Transvaal.

CHICAGO is seeing the way out for securing funds for payment of its educational forces.

A GRAND TOTAL of 295,841 pupils were enrolled in the Los Angeles public schools January 22. This is an increase of 8033 over the enrollment on the same day a year ago.

The only department showing a decrease is that covering the kindergarten pupils, which dropped from 18,114 a year ago to 17,772 this year.

The elementary schools, including special classes, show an enrollment of 174,405, as against 171,383 a year ago. The high schools also show a large increase, and for the first time in history passed the 100,000 mark, with 100,619 on the official list, as against 96,034 last year. The junior college showed an increase from 2277 to 3095 students during the year.

Members of the Los Angeles Board of Education recently held a meeting with the advisory council of the property owners division of the Los Angeles Realty Board and discussed tax problems. The members of the board were told that the advisory committee favors a reduction of salaries paid to high school teachers.

Open conflict between the Los Angeles Realty Board and the Los Angeles Board of Education over the cost of education has developed following a demand by realty board representatives that the school budget for the coming fiscal year be slashed at least 20 per cent.

Harry H. Baskerville, president of the board of education, has declared:

"We will adhere to our three point program, holding that salaries of teachers must not be reduced and that the essentials of education must not be interfered with. It will endeavor to reduce the unit cost of education."

In retaliation, representatives of the realty board threatened to initiate a state-wide petition to place support of all public schools under a state instead of a local tax and transfer control of all public education to the state.

"We control at least 100,000 votes in the city of Los Angeles," declared a representative of the realty board.

Fireworks over taxation for school purposes developed at a recent joint meeting of the property owners' division of the realty board and members of the board of education to consider the Los Angeles city school budget for the coming fiscal year.

Charges that the teachers' tenure law caused waste in the local school system totaling between $3,000,000 and $4,000,000 a year were hurled by Doctor Harry Wilson, secretary of the Los Angeles County Medical Association and a member of the realty board.

The charges were denied by Frank A. Bouelle, Superintendent of Schools, and President Baskerville.

Hot words passed, but the meeting ended with Isidore B. Dockweiler, chairman of the meeting, praising members of the board of education and department heads for their efficiency.

Representatives of the realty board sharply criticized mass education, the teacher's tenure law, pre-kindergarten training, kindergarten expense, the cost of physical education, teaching of such things as "tap and toe dancing," the cost of adult night classes, the cost of health and social service work, Americanization and vocational guidance and placement.

Superintendent O. S. Hubbard of the Fresno City Schools has appointed twelve "Improvement of Instruction Committees" for nontechnical subjects of the Fresno secondary schools, and seven committees for the technical subjects, under the chairmanship of F. H. Sutton, principal of the Fresno Technical High School. Committees are asked to look over the field of their subject, select some phase of their work where improvement in instruction seems possible, and endeavor to suggest how this improvement may be brought about. Suggestions for procedures are as follows:

1. Creation of suggestive and illustrative outlines or syllabi for certain units of work.
2. Organizing usable and available reference materials.
3. Listing new and valuable devices gleaned from Fresno teaching experience.
4. Studying the use of visual aids and listing suitable visual material available in our visual education department.
5. Application of new type tests and measures.
6. A survey and evaluation of methods now in use in the light of the literature of the subject.
7. Suggestions for stimulating interest through improved assignments, etc.

Each committee chairman is expected to make a written report to the Superintendent by June 1, 1932, showing:

1. Meetings held.
2. Problems attacked.
3. Recommendations for improvement of instruction.
4. Recommendation for printing or mimeographing materials which have been prepared.

Miss Bernice Olney, head of the English department of Fresno High School, is chairman of the English committee on improvement of instruction for the Fresno secondary schools.

J. H. Bradley, Superintendent of the Modesto City Schools, is considering the adoption of an idea suggested by Doctor Jesse B. Sears of Stanford University—who at present is making a survey of the Modesto system—that committee work on course of study problems, undertaken and conforming to a guide and standard as advised by Doctor Sears, be accepted by the administration in lieu of summer school credits in the Modesto salary schedules under the principle of continuous training.

Under the direction of Miss Jasmine Britton, supervising librarian for the Los Angeles city elementary schools, a most at-

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tractive sixteen-page illustrated booklet has been prepared, showing the place of the library in the Los Angeles elementary school system. The pamphlet starts with this striking summary describing the "High Lights on School Library Service." The Los Angeles City School Library serves 294 elementary schools, 5620 teachers, 222,522 children, as well as 39,107 foreign-born adults in day and evening classes with 1,058,000 books. The work is carried on by a staff of twenty-three, nine of whom are trained librarians.

J. J. BERRY, Superintendent of the Oakdale Grammar Schools, is having a radio installation in two of his schools.

WESLIE STOUFFER was elected to the principalship of the Ripon Junior–Senior High School this fall. Mr. Stouffer is acquainted with the problems of Ripon, as for three years previous he taught in the same system—had charge of physical education and was dean of boys. Mr. Stouffer graduated from the College of the Pacific in 1928.

A. D. SCHNEIDER, Superintendent of the Hughson Schools, is trying out the Winnetka system of reading in the five upper grades of his system.

THE NEW JUNIOR COLLEGE UNIT at Visalia, being built under the superintendency of DeWitt Montgomery, is scheduled for occupancy in the near future.

C. S. CLARK, Superintendent of the Merced Grammar Schools, is head of the Associated Charities of Merced—a position of much labor in these times.

MISS ADDA ANDERSON is in her first year as supervisor of elementary education in the Long Beach city schools, in the department of Miss Elga Meta Shearer, director of elementary education. Miss Anderson came directly to Long Beach from Columbia University, where last year she secured her M. A. degree in education at Teachers College. A graduate of Kansas State Teachers College, Emporia, Kan., Miss Anderson has held the position of supervisor in the Atchison, Kan., schools, and was Assistant Superintendent of Schools at Hutchinson, Kan., before leaving for Columbia University.

MISS ALMA LEONHARDY, assistant supervisor of the department of psychology and educational research of the Los Angeles city schools, during the last several years has been doing outstanding work in the field of English for slower classes in the junior high schools of Los Angeles. Miss Leonhardy has found that a slow mental group can be as enthusiastic as any other school group, if properly approached.

MRS. GRACE W. HOGOBOOM, teacher of English in the LeConte Junior High School under Principal M. W. Chandler, is ranked as one of the best English teachers in Los Angeles for slow mental groups.

ELLIS G. RHODE, principal of the Tracy High School, presented Harr Wagner, editor of the WESTERN JOURNAL OF EDUCATION, to his student body at a January assembly meeting. "Joaquin Miller," Mr. Wagner's subject, held the close attention of one of the finest student body groups in Central California.

The *Blowout*, student's publication of the Tracy high school, is an interesting and entertaining magazine.

THE OCEANSIDE HIGH SCHOOL under the principalship of Charles F. Suffield has increased in enrollment these last two years, and there has been also a material enlargement of facilities for school work, both within and without. Tennis courts and an athletic field have been the latest improvements.

H. HARLAN BLAIR is principal of the new junior high school of the San Diego system located at Pacific Beach.

JANUARY 18 LAST, the Huntington Park elementary schools and the Huntington Park union high school district were united to the Los Angeles city school system by order of the Los Angeles County Board of Supervisors. The act was done upon recommendation of County Superintendent A. R. Clifton, following the submission of petitions signed by a majority of heads of families of the two districts. The order affects only the schools. Huntington Park still maintains itself as a separate municipality. The amalgamation meant the bringing in of eight elementary schools and 6240 pupils under the superintendency of Charles L. Johns of Huntington Park, and of two high schools —Huntington Park and South Gate—under District Superintendent K. L. Stockton.

This action ends a long-contemplated move by the citizens of Huntington Park and was forced primarily by the fact that Los Angeles now surrounds the municipality of Huntington Park and the tax rate of the City of Los Angeles is lower. The two systems will function as now organized till the end of this school year, with the business management being immediately assumed by Los Angeles.

K. L. Stockton for the past several years has been in charge of the high schools of Huntington Park and has seen the successful development of the system. Some $650,000 was spent upon buildings and plant equipment, and two new high schools were organized.

The elementary schools for the last three and one-half years have prospered under Charles L. Johns, who followed W. L. Stuckey as Superintendent. Los Angeles, in assuming these two Huntington Park districts, has secured schools well equipped, organized, and teachered.

OWING to the demolishing of the Thorpe Building in order to make room for landscaping around the new State Building in Los Angeles, Superintendent A. R. Clifton of the Los Angeles County Schools has had a busy time securing and moving his department into new quarters. The Los Angeles County school offices are now located at 240 South Broadway, on the fourth and fifth floors, and will be there for the next five years—the length of the lease.

The quarters of some 13,779 square feet have been arranged most conveniently for the ten departments of Mr. Clifton's organization. It must be said that this is the first time that the Los Angeles County school officials have been suitably housed. The various departments at this location include those of attendance and child welfare under John R. Hunt; certification under Mrs. Evelyn McGee; curriculum with Mrs. Lorraine M. Sherer in charge; placement under Assistant Superintendent U. S. Durfee; purchasing headed by G. F. Gairing; executive division with Mrs. Dorothy H. Cooke as executive secretary; divisions of retirement, warrants and accounts, visual education. In addition, there are offices for Rural Supervisors Melvin Neil, W. L. Cagney, Lida C. McCoid, and Grace L. Adams, director of hygiene.

Willis W. Clark, formerly of the psychology division of the city schools, has been appointed by Superintendent A. R. Clifton to be in charge of the department of administrators research for the Los Angeles County school system. Mr. Clark will give Mondays and Tuesdays to this work.

The department of curriculum construction of the Los Angeles County schools under the direction of Mrs. Lorraine M. Sherer has been provided with delightful facilities for the carrying out of the work of the department in the new county school quarters. There is a large attractively arranged room for the display of books, for the work of secretaries, and for meeting of teacher groups. In addition, there is an office for the director and another office for private secretarial help. Off the book display room, in addition, is an assembly room that can be used for meeting of larger numbers of teachers.

Mrs. Sherer at present has eight committees—153 teachers—at work on courses of study for the upper grades. Two nights a week and Saturday are now given to meeting with these committees and discussing problems and methods of procedure. Units of work is the basis for discussion.

DEPARTMENT OF RURAL EDUCATION

By Helen Heffernan,
Chief, Division of Rural Education

Rural Schools in Mexico

By Lorna Call
Colonia Juarez Chihuahua, Mexico

Before we can appreciate the real progress Mexico is making in rural education, we must understand something of her past history. We must know of the struggles and the difficulties that have been overcome.

About two hundred years before the United States was born, as a nation, Mexico City had a college and gave degrees for the privileged class. It was largely a matter of chance if an Indian became educated. In the course of time the masses became dissatisfied, and this brought about the war of independence under Hidalgo in 1810. The rudiments of education began to spread slowly to the larger centers. Under the reform laws of 1875 compulsory education laws were enacted, but only theoretically carried out.

A series of revolutions kept the new nation in poverty, and education was neglected. Under the iron rule of Porfirio Diaz some progress was made but very little was done for the masses. Diaz brought on his own downfall by keeping the poor people from having their rights in lands and education.

How could Mexico advance under the old regime? In 1910 most of the wealth of Mexico was owned by one thousand men. Two-fifths of Chihuahua, the largest state in Mexico, was owned by one man. Think of thirteen million peons becoming educated in poverty. Popular education was unknown before the revolution in 1910. Illiteracy was estimated at about eighty-five per cent, making a total of 10,342,000 adults and children over school age who were unable to read or write. An extreme case is shown by statistics of a foreign company that employed 525 workers, six of whom could sign their names.

After the revolutions in Mexico, as in other nations, there have been many marked improvements. The famous Benito Juárez, a generation ago, said: "Take off the shackles of misery and despotism and education follows almost naturally."

Madero was perhaps the first leader in Mexico to give the masses freedom, franchise, lands, and the idea of general education of all classes. It has been a slow process but his followers have continued the good work.

Mexico is now realizing that her wealth lies, not in her gold or her guns but in her people, their schools, and their ideals. Señor Padilla, secretary of education, in an address given at the National Teachers Congress, in September 1929, spoke of the potential wealth of Mexico as being the manhood of the nation. He encouraged the teachers to develop this resource, which is above all natural wealth. He said if Mexico was to progress she must build up her future with worthy citizens.

President Calles analyzed the social conditions of Mexico and saw the necessity of making stronger citizens. During the three centuries of despotism, corruption, ignorance, and intercaste, hatred and distrust became deep-rooted traits of the Mexican social fabric. The fact that a revolution began with each presidential election showed the need for better sportmanship. The citizens needed to learn that they must take defeat in a manly way. This vital lesson could not carry over if the masses were to remain in ignorance. President Calles began at once to develop a program where there might be some positive growth. His slogan was: "Convert churches into schools and the saloons into gymnasiums." This brought to the rural schools basket ball courts, even though they have dirt floors and crude banks. The youth of Mexico are learning that they must be good losers, instead of fighting when they cannot win the game.

During Calles' administration there was a surprising increase in schools. Eight large schools were established at the capitol. Seven states welcomed new agricultural schools. In the federal district three new schools of art and eight open-air schools were built. Rural schools grew by leaps and bounds. Three thousand five hundred little hamlets were given their long expected schools.

Calles' successors have also aided in spreading and making education possible. During 1930 fourteen hundred rural schools were established. Statistics show that in 1912 the school budget was about a million pesos, and today it is about thirty-five million pesos.

Because of the large increase in schools, there would naturally be a great demand for teachers. Individuals were selected from the various communities, not because of their training or scholastic attainments, for all the trained and experienced teachers were called into the service long before. Young girls, old men, progressive mothers, with an elementary school education were asked to teach in the rural schools. The spirit of enthusiasm has aided them in attaining what success they have had.

To overcome this difficulty, the federal department of education has organized the Cultural Mission, which is a traveling teacher-training institute. Vacations are held to meet the mission's schedule. All the teachers from the district or county gather in one town, usually the county seat, to attend a six weeks' session, very similar to some of our summer sessions of colleges or universities.

Practical courses are given, not only for teachers, but for adults in the community. Classes in technique of teaching are especially helpful. In the physical education department, basket ball, volley ball, outdoor sports and folk dancing are emphasized. The directors of small industries teach soap making, tanning of hides and leather goods, masonry, tin and wood work. Classes in music, art, agriculture, and home economics are offered. With each mission a social welfare worker comes to help especially the mothers of the community. She travels among the little towns giving much help.

The school department has an official organ called *El Sembrador*, which is issued free to all the schools of the nation. In this paper the policy of the secretary of education is given to the teachers.

The Mexican people are doing a great deal for themselves, where the government is not able to put over the educational program. Land and buildings have been donated. The San Diego ranch, part of the vast domain of the late Luis Terrazas, has been given to the state for a new agricultural school. At a railroad station at Chico, Chihuahua, a telegraph operator held a free school in the village for children and adults during his spare time. In many cases the school buildings have been erected by the people of the community, with the aid of the Cultural Mission.

Today we find all kinds of new schools in old Mexico—schools in marble buildings with modern equipment, open air schools; schools that have bare earth for floors, and no glass in the windows.

The school is made the center of community activities. When teachers are employed they have a definite understanding that all their time is to be given to the service of the people and their children. They are told that their work does not stop with the children in the school, but extends into the home. The teachers are to go to the homes, teach sanitation, help in teaching the mothers to properly clothe and feed their children, or instruct the fathers to plant their crops more scientifically.

Mexico is becoming "school-minded." Parent-teacher associations are doing much to create a real school spirit in the communities.

Let us then be charitable with our southern neighbors, who have been kept down by the iron hand of the Spanish feudal system and have come out of the depths of poverty and superstition with a real national spirit and with a firm determination to make the world take notice of their cultural development.

The Western Journal of Education

HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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THE WESTERN JOURNAL OF EDUCATION

609 Mission Street, San Francisco, Cal.

VOL. XXXVIII FEBRUARY, 1932 No. 2

NEWS AND COMMENTS

By HARR WAGNER

"HE WHO HELPS to make the world more beautiful helps God to make it good."—*Madge Morris.*

"PLANT TREES."

THE MOST BRILLIANT MINDS and the most far-seeing intellects are confused and confounded by the continuation of the general depression. The marvel is that so few failures have occurred. It is true that banks, railroads, utility corporations, and big institutions have used accumulated surplus funds. It was fortunate that big business had a surplus. We are all in the trenches. We need a leader as strong and maybe as blind as Samson to lead us over the top.

IN THE MEANTIME, school directors have become more than mere rubber stamps for expert educators. The professional man is usually at a loss when it comes to financial emergencies. Budgets for salaries, schoolbooks, and supplies must be favorably considered. The budget for books is less than 3 per cent of the total money spent on education. The children need books in this crisis more than school buildings, more than money for athletics and more than automobile rides.

THE SCHOOL ADMINISTRATION that can lead this community in a campaign for the education that is economical and efficient will be placed at the head of the class by the people.

THE HIGH SCHOOL PRINCIPALS will hold their annual convention in the City of Los Angeles, March 23 and 24.

THE RADIO continues to claim that it educates. Perhaps it does. However, modern aids to education have not taken, and never will take, the place of the mental developments that come from study of the multiplication table or committing to memory Patrick Henry's speech, "Give me liberty or give me death."

"COUNTY LIBRARY SERVICE TO RURAL SCHOOLS," by Edith A. Lathrop, United States Government Printing Office, price 15 cents, is a bulletin of special value. California library service to rural schools has frequent mention. It also has many references to California and to articles on library service printed in the WESTERN JOURNAL OF EDUCATION.

MRS. MARY M. FITZGERALD, Deputy Superintendent of Schools of San Francisco since 1925, retired February 1 from her official duties. The Board of Education and various teachers' associations passed resolutions calling attention to her splendid service. The San Francisco *Public Schools Bulletin* and the daily newspaper gave publicity to her fine educational career. Her work as vice principal of the San Francisco normal school, as principal of the John Swett School, and her social welfare work made a very deep impression on the educational life of San Francisco. As secretary of the California Teachers Association for many years, she became associated with educational leaders and familiar with state-wide educational problems. As principal of the John Swett School, she delighted to honor the greatest of all our California educators, John Swett, and for many years he would make a special trip from his beautiful home near Martinez to appear in person at the school that was named after him. His appearance in person was always an inspiration for the teachers and the boys and girls. Mrs. FitzGerald's work will not end with her retirement. The boys and girls she educated will carry on. Her progressive spirit, her virile personality, her sympathetic understanding, will continue as an upbuilding force. She will not retire from active life. She is connected with various associations and progressive movements that will keep her identified with worthwhile service.

BRUCE PAINTER, formerly City Superintendent of Petaluma, has become connected with the San Francisco school department.

IT IS RUMORED that Milton J. Ferguson, formerly of the State Library, now of Brooklyn Public Library, may be selected as the Librarian of Congress, Washington, D. C.

ABOUT THIRTY-FIVE leading educators of California, under direction of Roy Cloud, left for Washington February 13, to attend the N. E. A. meeting, in a special car. The route will be via Los Angeles, El Paso, New Orleans, with special side trips in Florida, to Washington, D. C. There will be about a hundred Californians at the N. E. A. breakfast, which is one of the special features of the convention.

ETHEL COTTON's new book, "Keeping Mentally Alive," published by G. P. Putnam's Sons, was given an evening at the Sequoia Club recently. Harr Wagner reviewed it from a critical and from an informational slant. It has been among the five best sellers in San Francisco for the last three weeks.

ROY CLOUD's new book, "On the Trails of Yesterday," stories of California, is becoming very popular. The Los Angeles Public Library ordered fifty-six, the San Francisco Public Library ordered eighteen, the San Mateo County Library ordered one hundred, and sales reports show that many orders are being sent in from eastern cities. The price of the school edition is $1.25; trade edition, $1.60.

MISS LATHAM of the Latham Foundation of Humane Education has written a letter praising "With Mother Goose in Safety Land," by Leora Doan Emig and William J. Emig, illustrated by Anita Pearson. Mr. Emig is sheriff of Santa Clara County. This attractive book for children of kindergarten and primary grades is published by Harr Wagner Publishing Company. Price 30 cents per copy.

JOHN S. MALCOM for the last eleven years has been principal of the San Juan Capistrano High School. During this time, at the edge of one of the most beautiful missions in California, Mr. Malcom has developed a fine high school plant, which now consists of a main building, shop, gymnasium, tennis courts, and athletic field. Mission architecture dominates the buildings. The tennis courts were built this last summer and are of the finest construction. The gymnasium is two years old and is a model for high schools of any size. This building is called the Williams Gymnasium, being named after Guy Williams, who has been clerk of the high school since the organization of the schools. Mr. Malcom is a graduate of the University of Southern California, and is enthusiastic about athletics.

KERSEY AND RESIGNATION

By Herbert F. Clark

Assistant Director, Vocational Education, Los Angeles

Shock to Friends and School People—Great surprise and much regret followed the notice that Vierling Kersey had resigned as Superintendent of Public Instruction of this state. What had happened? How could it be that this vigorous young man, so well liked throughout the state, having been elected by the people unanimously and without opposition to the highest position of influence and honor in the educational affairs of the state, should resign and leave the appointment of his successor to the political elements of the state?

Search for Causes—A canvass of the situation does not reveal any particularly valid reason for such a move on the part of the Superintendent. All agree that the position pays a niggardly compensation compared with the tremendous influence and responsibility of the position. All recognize that differences arise among people charged with joint responsibility. But there has come to the ears of the people who elected the Superintendent no news of any discord sufficient to warrant such drastic action on his part. The only feasible explanation that has been advanced is that the position of superintendency of the Long Beach city schools offers a greater compensation and would be freer from the annoyances and hardships of the state superintendency.

An Appraisal of the Situation—An appraisal of the situation reveals two important factors; namely, the ability, the ambition and possible future of the Superintendent personally in his present position, and the diminished opportunity as Superintendent of Long Beach; the educational welfare of the state under a politically appointed Superintendent as against one elected by the people.

The Personal Equation—There can be no question that the Superintendent of Public Instruction wields a greater influence than that of any other person in the school system of the state. Although Mr. Kersey has been in office only three years, he has made his influence felt in every community in the state. He has made every community, every person with whom he has come in contact, feel that they mean something to him. His cordial handshake and good will make him friends wherever he goes. The position makes him a national factor in education. One cannot help but feel that he was headed toward a larger sphere of action in the next few years. No one decries or belittles the opportunity to serve Long Beach as Superintendent of Schools. The Beach city has a fine system of schools, well-organized and managed. There scarcely exists a more nearly perfect system of education. For a new Superintendent, the case will be similar to one purchasing a fine, new high-priced automobile. The parts have already been made of good material and well placed. The thing is already greased, timed, and ready to go. About all the buyer can do is to get in, turn on the switch, step on the starter, handle the steering wheel, give it a little gas, and away he goes. It won't be well for the driver to "tinker" with the parts. We do not say that Long Beach does not offer opportunity for leadership, for initiative, but we do say that the field is a diminished one from that of the state as a whole.

The Educational Factor Involved—The people of the state have guarded well their prerogative of electing by ballot their Superintendent of Public Instruction. They have felt that this is one position, at least, that should be kept free from political fetters and entanglements. The Superintendent must feel directly responsible to the taxpayers of the state, the fathers and mothers of the boys and girls of the state. This relationship they have cherished and have shown their determination to keep it during all these years of California's development. It is with a feeling of regret that this prerogative has slipped from them through the resignation of their Superintendent of Public Instruction.

Time to Retract—Sober consideration of the situation from all angles leads to the conclusion that the Superintendent should withdraw his resignation. He has until August first to make such decision. The people are ready to show their attitude in a state-wide petition to that effect. Let us hope that some such consummation shall be realized.

MOUNT INA COOLBRITH

[Note: Thomas P. Brown of the Western Pacific News Service—journalist, educator, and authority on literature and history—has released an interesting article for the press, of which the following is an extract.]

By action of the United States Geographic Board, one of the high peaks in the Sierra Nevadas, six miles due south of Beckwourth Pass, through which the Western Pacific crosses the mountains, has been given the name "Mount Ina Coolbrith," in honor of the late Ina Coolbrith, California's first poet laureate.

Official notification of this action, made on the recommendation of the California State Geographic Board, was received by Mrs. Ina L. Cook of San Francisco, president of the Ina Coolbrith Circle, from Frank Bond of Washington, D. C., chairman of the national board, who stated that the name of Summit Peak, which has an elevation of eight thousand feet above sea level, and which is situated in Sierra County near the junction of the northern line of that county with the boundaries of Plumas and Lassen counties, had been changed to honor the famous California poet.

The movement thus to perpetuate the memory of Ina Coolbrith was started shortly after her death in 1928 by Mrs. Eunice Mitchell Lehmer of Berkeley, a member of Ina Coolbrith Circle. The circle immediately adopted her suggestion, and a committee was formed to carry it out, consisting of Mrs. Lehmer, Mrs. Nellie Van de Grift Sanchez of Oakland, Leo Shenstone Robinson of Alameda, and Mrs. Ina L. Cook, niece of the poet, San Francisco.

Ina Coolbrith came through the pass when she was eleven years of age, in 1852. When Miss Coolbrith caught sight of the great Sacramento Valley, Jim Beckwourth said: "Here is California, little girl, here is your kingdom," and she, in relating the incident in after years, said: "And California is my kingdom and has been my kingdom ever since."

Dear Mr. Wagner: I am not a real poet, only an ex-school teacher. I sometimes read your Western Journal of Education, and sometimes I have wished my own thoughts were worthy to be printed.

These following lines are written in the rain—it is still raining. Very sincerely,

Anonymous.

THE RAIN

Through tall cedars brown'd,
Over massive rock,—
A vibrating swinging sound—
Beats the falling rain
Over lonely wastes of ground.

Like love just alert,
Rain touches bare Earth,—
Hard, cold, impoverished dirt—
Such soft crooning tones
Awaken longings of birth.

The heart of the rain
With the heart of earth,
Chant in a single refrain,
The chord that was lost—
Came back to be played again.

The first and worst of all frauds is to cheat oneself.—*Bailey.*

The ability to see one's way to realities through a multitude of nonessentials is the basis of personal success.—*David Starr Jordan.*

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

The County Teachers' Library

CALIFORNIA by legislative act in 1889 authorized the purchase by school superintendents of books of professional interest to teachers from one-half of the fee of two dollars paid by teachers for the issuance of certain certificates. Naturally the funds varied according to the number of certificates issued.

The teachers' library was located in the County School Superintendent's office and administered by the Superintendent. It was intended as a special library to serve the teachers with books of professional interest. The teachers' libraries in the offices of the school superintendents show in the selection of books a very liberal interpretation of the law. They usually comprise sets of books for general reading, professional books, and sample copies of supplementary school textbooks.

Until the law was amended in 1909, there was no provision for the cost of transporting books to the teachers; consequently, the only teachers who had access to the respective teachers' libraries were those who taught at the county seat or in school districts near by.

Although the amended law made it possible legally to use the teachers' library fund to pay for transportation of books, it was of little practical benefit, because county school superintendents were too busy with mandatory official duties to take the time to circulate the books to teachers over a county-wide area.

The school law of 1909 provided also that the County School Superintendent might transfer the teachers' library fund and the library to the county library. The 1909 county free library law, however, made no provisions for accepting county teachers' libraries. It was not until the county library law of 1911 that any provision was made for school libraries or teachers' libraries to join county libraries.

The first teachers' library to take advantage of the 1911 county library law was the Yolo County Teachers' Library, which transferred its library and funds to the county library July 21, 1911. Since then, thirty-nine of the forty-six counties having county libraries have joined their respective county libraries. For the year ending June 30, 1931, only four of these counties had over $200 in their teachers' library fund to transfer to the county library for the purchase of books. Seven counties transferred from $100 to $189. The remaining counties transferred from $9 to $65.

With the great expansion of the educational system of California, there has been a constantly increasing need for teachers' professional books, with an uncertain and usually small teachers' library fund with which to purchase them. The Legislature of 1911 made it possible for school superintendents to meet this difficult situation when it added the following new sections to the School Code:

SEC. 5.550. The superintendent of schools of each county, or city and county, may establish a county teachers' library and is hereby authorized to spend from the unapportioned county elementary and high school funds such amounts as shall be necessary for the purchase of books therefor and for the payment of the necessary expenses of maintenance thereof. The cost of such books and the expense of the maintenance of such county teachers' library are hereby made a legitimate charge against such unapportioned county elementary and high school funds.

Whenever in any county there is a county library the county superintendent of schools may enter into an agreement with such county library for the transfer to such library of all books and other property belonging to the county teachers' library and may order such sums as may be necessary to be transferred from the unapportioned county fund as may be necessary for expenditure for the purchase and maintenance of books of professional interest to teachers, and thereupon the teachers' library shall be administered as a part of the county library.

SEC. 5.635. All moneys now remaining to the credit of the teachers' institute fund and the teachers' library fund in each county and all moneys which may hereafter be credited to such funds shall be transferred to the unapportioned county elementary and high school funds in proportion to the percentages of such moneys received from certificate fees for elementary school teachers and for high school teachers, respectively.

The School Superintendent of Los Angeles County in 1913 transferred the teachers' library fund and library to the county library. The large number of teachers paying certification fees in Los Angeles County has made a teachers' library fund of sufficient size to develop the library successfully. The success of this division of the Los Angeles County Library and the possibilities for other counties to develop their teachers' libraries under the provisions of the preceding sections of the School Code are shown in the articles which follow.

Teachers' Library as an Aid to the School Division

By MISS IRENE MOULTON,
Head of School Division, Los Angeles County Library.

UPON AN INITIAL VISIT to the school division of the Los Angeles County Library, a teacher is invariably asked, "Are you familiar with the teachers' library and have you obtained a card there? It is located just at the top of the stairs as a part of the reference division and contains a wealth of valuable material for teachers. Every person holding a Los Angeles County teacher's certificate is entitled to the use of this collection."

Undoubtedly the more ideal situation would be that the teachers' library be a part of the school division, as both are concerned with the needs of teachers. Due to the housing conditions of the library, this arrangement has not been possible or practical. However, the present housing does not prevent the workers in both divisions from uniting their efforts in helping not only the teacher calling at the library, but also the one who is obliged to be served through correspondence.

Since only ninety of the 120 elementary school districts and three of the twenty-six high school districts of Los Angeles County are affiliated with the Los Angeles County Library, and are entitled to the services of the school division, the staff of the school division contacts teachers in those districts more frequently. However, many other teachers are met at institutes and other meetings when contacts are made for the teachers'

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library, as every registered teacher in any district of the county is entitled to the wider service of the county teachers' library.

There is one assistant who works half time in each division. She is the connecting link in the "chain of service to teachers."

The school division purchases only those books which the County Board of Education has adopted for use in Los Angeles County schools. There are many hundred titles on this list. The school division has a stock of more than 212,000 volumes of these books to furnish teachers. This collection is mostly juvenile. There are some professional books in the school collection, but only those which are in exceptionally great demand.

Teachers wishing professional reading are referred to the school division, and whenever possible accompanied by the "joint assistant" to the teachers' library, where they may obtain the very best and most up-to-date material—not only in book form but in periodicals and pamphlet material. Teachers are also referred to the teachers' library when they wish technical material or something for their own background in working out a "unit of work program." There are splendid books of poetry in the school collection, but the teachers' library has many additional titles which are listed in Granger's Index to Poetry. The Indian books in the school collection may be supplemented by material of local value from books, periodicals, and pamphlets in the more professional collection of the teachers' library. Many other examples could be given of the close linking of the two divisions as one unit of service.

The school division subscribes to many periodicals for the ninety districts affiliated with it. Every district cannot have fifty magazines coming all the time. However, there are fifty periodicals subscribed to by the teachers' library. Teachers wishing additional periodicals may obtain bound and unbound numbers through the teachers' library. Bound volumes are held as reference material to be used at the library.

Many outside contacts with teachers are made by members of the school division staff, when visiting schools with shipments of books. At this time recommendations are made for books from not only the school and teachers' collections, but from the branch collections. In smaller county libraries this segregation of book collections may not be found necessary, but in Los Angeles County the library has grown to be very much departmentalized. All departments, however, aim to work together as a whole unit in service to teachers and other patrons.

The visiting librarian finds that nearly all school districts employing several teachers have professional libraries of their own. Sometimes they are collected by each teacher buying a book and giving it to the library; other times money is collected from each teacher for library books. These books are usually those which are to be used constantly during the years as teachers' guides, or in discussion groups of teachers.

The school division distributes lists which have been prepared by the teachers' library. These are left at schools when visits are made, sent out letters, and given to teachers visiting the division.

The staff of the reference division and the school division hold joint monthly meetings, when problems and things of interest to both sections are discussed.

The two divisions are working constantly for closer coöperation in getting the right books to the right teacher at the right time and toward the time when a more ideal housing may be had and a more unified service may be administered to teachers.

* * *

Possibilities for Teachers' Professional Reading Through Co-operation With a County Library

By Miss Olive M. Ryder,
Reference Librarian, Los Angeles County Library.

"Units of work on Chinese life for fourth grade children" was the topic of discussion at a social studies round table of the teachers' institute. Grouped about an exhibit of objects constructed by the children in the development of their project were teachers from many types of schools—the rural one-room school, the large and middle-sized urban school—all eagerly questioning the leader and discussing the possibilities of similar undertakings for themselves. Where were to be found the cocoons and silk for the carding, the handloom for spinning, the clay and models for the Chinese bowls which the children had fashioned and glazed? Was the plan original or could it and others on Holland, Mexico, aviation, or health be obtained in print? Where could one receive assistance in formulating units of work? "Pictures of Chinese life and books of description, history, poetry, fairy tales, might not be so difficult to obtain," they said, "yet what seemingly endless details must the teacher carry in mind and how thorough must be her understanding of the subject!"

Skilfully the leader met these questions and observations as she told the story of the children's study. How, in their conception of it, her first act was to prepare herself so that she might make each step rich and full of meaning to her pupils; how she had striven to help them discriminate between the important and unimportant in their discussions and in their work; how she helped them to organize it step by step according to her plan; how the activity had tied up to the course of study, and books had played their rightful part in interpreting and extending these first-hand experiences; and, finally, what she considered the yield had been in the application of knowledge, skills, and attitudes.

To the librarian listening in came the realization that to understand and to carry through successfully the program which grows out of these reorganized objectives—this development of thinking process—requires infinitely greater initiative on the teacher's part than in the old days when it was her duty to see that very definite tasks were accomplished in a certain period of time. "And only the best teachers can stay by such a program," was the closing remark, "for no teacher can impart knowledge successfully unless the teaches her pupils to think. She cannot do this unless she looks beyond the facts to be learned and sees the goals that underlie these facts. And she can-

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not have this vision unless her knowledge of the subject matter is both deep and wide."

"Not for want of books which provide this subject matter need any one of these teachers fail," thought this library worker as she turned away, resolving that an opportunity of making them aware of at least one source of supply should never go unclaimed.

Los Angeles County, like many other counties of the State of California, has contributed to library service for teachers through funds provided by the law, which required that one-half of the fee paid by every applicant for a teacher's certificate should be credited to a teachers' library fund. Whenever, in any county, there is a county library, this fund may be transferred to that institution. "Thereupon the county library shall administer the teachers' library as a part of itself," and all funds so received shall be expended exclusively for the purchase and maintenance of books of professional interest to teachers.

For sixteen years, such a book collection, grown during that period from 5,167 volumes to 18,108 volumes, has been administered by the Los Angeles County Library. Today, it takes its place as an essential part of this library's plan for aiding in the education of the elementary and secondary school child. Ideally located, this professional collection would be found adjacent to and under the supervision of the schools division, where the teacher comes to select her supplementary books for classroom use. Nevertheless, housed as it is, necessarily, in the less congested quarters of the reference division, it still may function advantageously for the teacher, since the use of reference books and the services of the reference staff are immediately available here.

Farseeing, indeed, has been the policy which has determined the scope of this teachers' professional book collection. Though one may find here the best that has been published in educational thought and method, and those standard works most frequently used in teachers' required courses, there are, in addition, delightful books of travel, history, biography, science, music, and art—such titles chosen always for the adult reader. The wisdom of this measure is recognized now as never before, since upon breadth of vision, background, content, depends the modern teacher's success.

Subscriptions, some fifty in number, are placed yearly for magazines devoted to both general and special phases of education. A fast-growing collection of bound magazines supplies to the student-teacher many a required reading, and to the research worker an abundance of useful matter.

Numberless pamphlets are selected and treasured against that day when the teacher may require late and concisely stated facts for some point in her program. Glancing through the filing cases her eye lights upon a score of familiar subjects: aviation, conservation, costumes and customs of various countries, health and public safety, plays and programs for special days, and the names of those commodities most used by man in his business of living.

In outlining plans and procedure, the teacher finds her effort immeasurably reduced when she discovers that courses of study prepared and in use by well-known schools are available, and that by means of the new tool, the education index, an accumulative author and subject index, a wealth of current material in magazines, documents, and books may be readily consulted.

An enumeration of the sources of help within the library could not be concluded without reference to the card catalogue which indexes this special book collection. Expert cataloguing knowledge has gone into its making, and the terminology followed is conforming more and more to the best educational usage.

Any teacher holding a certificate in Los Angeles County may borrow books from this collection. For those who live far distant, there is parcel post service requiring only that the teacher pay return charges. Application for this service should be made directly to the county library's central office. Requests for books not in the library's collection are given immediate consideration and purchased when found worthy and if funds permit. Upon request, also, lists of books on special subjects are furnished, and subject material is collected and mailed. A venture recently undertaken to keep the teacher informed regularly about the new books at her command is the *Monthly News Letter for Teachers*—a modest sheet which carries a list of recent additions and a subject list for any special day which the school that month may celebrate.

Contacts with teachers outside the library walls are most gladly welcomed. Particularly happy is the staff member to whom there comes an opportunity to meet with some teachers' group. In this way she may acquire a better knowledge of the teachers' work, and bring to them in return acquaintance with new books awaiting their use.

Another capable agent, who bears the message of this teachers' library, is the school's division head as she makes her rounds in the delivery of books to the 141 school buildings of the ninety school districts which have pooled their funds with the Los Angeles County Library for supplementary book service. In order that she may be informed and able to offer definite book aids for the teachers' problems, a close coöperation is fostered between the reference and schools divisions. As a means to this end, an assistant serves half time in each division, and joint monthly staff meetings provide an opportunity for promoting further possible interrelationship.

Then there is the county teachers' institute so eagerly anticipated by all members of the library staff, whose privilege it is to aid the teacher in her book needs. Special reading lists bearing, whenever possible, upon the main theme of the program are prepared and distributed at the institute's general sessions. The generous allowance of time given for attendance is unquestionably returned fourfold to the work. Notes on each session attended are carefully kept in anticipation of the gathering when these experiences are shared.

And what is the common reaction of library folk to it all? Perhaps the answer is in the exclamation most frequently heard, "What opportunities of growth for teacher as well as pupil are embodied in the cardinal objectives of education today!" This modern philosophy of education is forcing great changes in school curriculum. "Socialized recitations," "activity programs," "units of work," "enriched teaching," "individualization"—all are phrases which, when defined, point to the facts that the textbook has been dethroned, now serving only as a guide, and that the child explores for himself in a world of many books. With him, also, the teacher explores, yet she does not confine herself to the limitations of the child's book world, but is ever seeking that "greater content" in the larger field.

WHAT TEACHING MEANS TO ME

By ANNABELLE FUNK, *Sandwich, Ill.*

WHAT DOES teaching mean to me?
A wonderful opportunity
To watch, to guide, and carefully plan
The work that may make a worth-while man.

What does teaching mean to me?
A blessed privilege just to be
The trusted guide to supply the wings
That may lift him up into bigger things.

What does teaching mean to me?
Missionary work without crossing the sea,
A chance to love and to lead the way
Of a little child, lest he go astray.

All this it means to me, and more:
It means a widely opened door
Where I may reap as well as sow,
Where I may live, and work, and grow.

—From the *Grade Teacher*, October, 1930.

HONORABLE VIERLING KERSEY and A. J. Cloud have written a book entitled, "Episodes in the Life of Washington." It is adapted to school use. It is published by Chas. Scribner's Sons and sold at 65 cents per copy. Kersey and Cloud make a strong contribution, and the book should be one of the best sellers for the two hundredth anniversary of George Washington's birthday.

The PENINSULA is an ideal location for Teachers to reside either while in service or upon retirement. In fact many Teachers have already built homes and are living on the PENINSULA, while others have acquired property as an investment. BELLE HAVEN CITY on the new Bayshore Highway at Atherton and Menlo provides exclusive environment and natural beauty coupled with reasonable prices.

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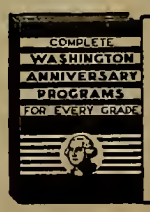

Washington Programs
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NOBLE & NOBLE, Publishers, 76 Fifth Ave., New York.

CHILDREN'S BOOKS

Selected by Wilhelmina Harper

For Younger Children

Mom Du Jos, by Erick Berry. Doubleday, Doran & Co., Garden City, N. Y. Price $1.50. A little African doll has many strange adventures in the jungle. *Grades three and four.*

The Coming of the Dragon Ships, by Florence and Howard Everson. E. P. Dutton & Co., New York. Price $2. The story of a little girl of Iceland very pleasingly told. *Grades three to five.*

Chicken Town, by Grace B. Gawthorpe. Frederick A. Stokes Company, Inc., New York. Price $1. Exciting life in the poultry yard. *Grades three and four.*

Chin Chin Chinese Man, by Frances Nowlin Head. E. P. Dutton & Co., New York. Price $2. Verse and pictures describing the wonders of life in China. *Grades three and four.*

Diggers and Builders, by Henry Lent. Macmillan Company, New York. Price $2. Everything the small boy wants to know about shovels, derricks, etc. *Grades three and four.*

The Friendly Playmate, by Emilie Poulsson. Lothrop, Lee & Shepard Company, Boston. Price $1.50. Collection of animal and child-life stories and verse from the Norwegian. *Grades three and four.*

Peggy and Peter, by Lena Towsley. Farrar & Rinehart, Inc., New York. Price $2.50. The everyday activities of two children and their dog, told with excellent photographic illustrations. *Grades one and two.*

Ali the Camel, by Rhea Wells. Doubleday, Doran & Co., Garden City, N. Y. Price $2. Interesting story of a Bedouin boy and his camel. *Grades three and four.*

For the Middle Age

The Joyous Story of Astrid, by L. Adams Beck. Farrar & Rinehart, Inc., New York. Price $2. Fairy tales from China, Japan, and India. *Grades five and six.*

Martine and Michel, by Mildred Criss. Doubleday, Doran & Co., Garden City, N. Y. Price $2. Tells a pleasing story of two French children. *Grades five and six.*

Wonder Windows, by Eugenia Eckford. E. P. Dutton & Co., New York. Price $2. About art objects from many lands, with simple directions for their making. *Grades five and six.*

Amnon, by Marian King. Houghton Mifflin Company, Boston. Price $1.75. Story of Palestine, with a little boy and his goat as chief characters. *Grades four to six.*

Bunny, Hound, and Clown, by Dhan G. Mukerji. E. P. Dutton & Co., New York. Price $2.50. Ably told folk tales from India, pictured by Kurt Wiese. *Grades four to six.*

Holiday Hill, by Edith M. Patch. Macmillan Company, New York. Price $2. Excellent stories of animal and plant life with numerous photographs. *Grades four to six.*

Gay Madelon, by Ethel C. Phillips. Houghton, Mifflin Company, Boston. Price $2. The adventures of a little Canadian girl, delightfully related. *Grades four to six.*

The Stars for Sam, by W. Maxwell Reed. Harcourt, Brace & Co., New York. Price $3.50. Both an entertaining and instructive book of astronomy. *Grades five to seven.*

For Older Boys and Girls

Blackthorn, by Katharine Adams. Macmillan Company, New York. Price $2. Story of lively adventure during the days of Queen Elizabeth. *Grades six to eight and high school.*

For Freedom and for Gaul, by Paul L. Anderson. D. Appleton & Co., New York. Price $2. Rousing narrative of conflict between the Gallic and Roman forces. *Grade eight and high school.*

On the Trails of Yesterday, by Roy W. Cloud. Harr Wagner Publishing Company, San Francisco. Very interesting narrative of California history and development, beginning with covered wagon days. *Grades six to eight and high school.*

Circus Day, by Courtney R. Cooper. Farrar & Rinehart, Inc., New York. Price $2. Reissue of the dramatic story of the circus ring. *Grades seven and eight and high school.*

The Flame, by Jeannette Eaton. Harper Brothers, New York. Price $2.50. Historic tale of a woman patriot of the Fourteenth Century, very ably told. *High school.*

Wonders of the Ant World, by Hauus H. Ewers. Dodd, Mead & Co., Inc., New York. Price $2. A fascinating account of the life and habits of ants. *Grade eight and high school.*

Over Famous Thresholds, by Ariadne Gilbert. Century Company, New York. Price $2. Sketches of fourteen famous men and women. *Grades seven and eight and high school.*

Johnny Bree, by William Heyliger, D. Appleton & Co., New York. Price $2. A young boy joins a mining crew and fights his way to success. *Grades six to eight and high school.*

Winning Out, by Marian H. McNeely. Longmans, Green & Co., New York. Price $2. Pleasing story of a girl's home life and hospital work. *Grades seven and eight and high school.*

The Story of Music, by Theodore Stearns. Harper Brothers, New York. Price $1. Dramatic story of music from earliest days to present times. *Grades five to eight.*

The Story of English Literature, by Edmund Kemper Broadus, professor of English language and literature in the University of Alberta, Edmonton, Canada. Price $1.96. Published by the Macmillan Company of New York. There are twenty-eight illustrations, with several in color, and 623 pages with a very complete index. This book starts with Chaucer and his times and continues down through the ages to Tennyson and Browning and other recent poets. Professor Broadus gives the history of each poet he introduces in a very interesting style.

Occupations Through Problems, by James B. Edmonson and Arthur Dondineau, published by the Macmillan Company of New York. Price 80 cents. This book is made up of twelve chapters, covering a wide range of vocational interests. The classification is that used by the 1930 United States Census. The first chapter of the text gives the pupil a background for the study of occupations and for the building of desirable attitudes toward earning a living. This book is written for use in the upper grades of the junior high school.

George Washington the Man, by Henry Cabot Lodge. Price 44 cents. Published by the Houghton Mifflin Company. This is a reprint of the final chapter in Lodge's biography of Washington, outstanding not only on account of its historical accuracy, but for its purity of diction. This book portrays the personal side of a great character. Especially recommended for junior and senior high schools.

The Story of America, Book Five—"Founding the Republic," by Ramon Coffman. Published by F. A. Owen Publishing Company. List price 72 cents. An historical supplementary reader appropriate for Grades Four B to Seven. This book, "Founding the Republic," begins with the Boston Massacre and Tea Party, discusses the events leading to the Revolutionary War, the signing of the Declaration of Independence, and the Revolution itself, etc. One-third of this book is made up of very interesting illustrations that will stimulate the youthful mind.

Readings in English Prose, selected and edited by Andrew Robert Ramey and Winifred Johnston of the University of Oklahoma, published by Doubleday, Doran & Co. Price $2. The material is skilfully arranged to make the content of the book adaptable to the particular emphasis the instructor wishes to give, whether it be to exposition, description, narration, or argument. It is a book setting forth the technique of reading—reading for understanding—and for evaluating literary excellence. It furnishes models in various types of prose to guide the student in his own theme writing, but with all this pedagogic value in the background, it emerges as a book of selections of which each unit is valuable in itself—both for literary merit and for the entertainment afforded the reader.

The Psychology of School Music Teaching, by James L. Mursell and Mabelle Glenn. Price $2.40. Published by Silver, Burdett & Co. This book has been prepared in the strong belief that a competent knowledge of the established results of psychological investigations in the field of music can be of the utmost value to the working music teacher and can further the cause of music education in America. The primary aim of this book is to help the working teacher.

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Club features at the Shelton (free to guests) are as follows: Swimming pool; completely equipped gymnasium; game rooms for bridge and backgammon; roof garden and solarium. Restaurant and cafeteria service at reasonable rates.

A FIRST READER IN SPANISH, by Nina Lee Weisinger and Marjorie C. Johnson. Published by Doubleday, Doran & Co. Price 80 cents. This book is for the first year of the high school course. In the first ten lessons, only the present tense of verbs is employed. In the succeeding lessons will be found the gradual introduction of the other simple tenses of the indicative and the perfect and pluperfect.

ZARAGÜETA, by Ramos Carrion and Vital Aza, edited by Carlos Castillo and Agatha Cavallo. Published by Silver, Burdett & Co. Price 96 cents. In presenting a new edition of "Zaragüeta," a play which for thirty years has been a favorite with teachers and students of Spanish in this country, the editors have had in mind, primarily, the needs of students in the second year of Spanish in high school and in the first year of Spanish in college. The vocabulary is unusually complete.

CONDENSED RULES FOR ENGLISH COMPOSITION, by M. E. Gray, teacher of English, Galileo High School San Francisco. Published by the Gregg Publishing Company. Price 25 cents.

UNDERSTANDING ADVERTISING, by Raymond Hawley and James Barton Zabin. Published by the Gregg Publishing Company. Price $1.20. The purpose of this book is to provide an understanding of advertising—how it works and how to make it work. "Understanding Advertising" was developed primarily for students of business and business administration and for the business man and woman who may feel that a basic understanding of advertising is requisite for business advancement.

PROJECTS IN BUSINESS SCIENCE, for use with the text "General Business Science," Book Three. Price $1. It is well to remember that a well-constructed notebook is worth as much as a textbook to a student.

GREGG TYPING, TECHNIQUES AND PROJECTS is a further development of the technique—first conception of learning typewriting introduced for the first time in the Rational series of textbooks. The text is outstanding, particularly in the fact that the whole subject of learning and practice, from start to finish, is based on the idea that typing is a skill subject.

GREGG SHORTHAND JUNIOR MANUAL, by John Robert Gregg. Published by the Gregg Publishing Company. Price $1.50. For junior high schools.

TRANSCRIPTION DRILLS, by J. Walter Ross. Published by the Gregg Publishing Company. Price $1.20.

NEW WORKBOOK IN AMERICAN HISTORY, Part One, to 1865, by Mildred C. Bishop, Edward K. Robinson, and Mary A. Wheeler. Price 48 cents. Published by Ginn & Co.

PRINTING PLANT MANAGEMENT, Its Relation to the Craftsman and the Customer, by H. R. Lewis, vice president and general manager of W. B. Conkey Company, Hammond, Ind. Because of Mr. Lewis's very appreciable success in printing plant management, he was approached by the speaker's committee of the Chicago Club Printing House Craftsmen and asked to address their club on the subject of the work in which he was engaged. This address so excellently sets forth the basic principles of good business management and at the same time is such a clear exposition of the customer policies of the W. B. Conkey Company, it was decided to print and bind it in this attractive book.

STATE BOARD OF EDUCATION

THE CALIFORNIA STATE BOARD OF EDUCATION met in regular quarterly session in the City of Sacramento, January 8 and 9, 1932.

The meeting was called to order by Superintendent Kersey, in accordance with the provisions of School Code Section 2.1374, and the new member, William H. Hanlon, appointed vice Mrs. Mary Roberts Coolidge, was seated. C. L. McLane was reëlected as president of the board in his absence. Gordon Gray of San Diego was selected as temporary chairman for this meeting and was authorized to act as president of the board to sign documents, accordingly. The members present were: Allen T. Archer, E. P. Clarke, Gordon Gray, William H. Hanlon, Daniel C. Murphy, Mrs. Daisie L. Short. Absent: C. L. McLane and Mrs. Amy S. Steinhart.

This session had no particular items of policy for consideration and proceeded with the regular routine order of business as follows:

A mimeographed statement of the complete history in connection with the recent music textbook adoption was presented to the board. A. E. Lentz of the State Department of Education reported having been present at the hearing in San Francisco when the suit by Ginn & Co. to have the state make payment for textbooks delivered was heard.

Attention of the board was called to the fact that bids for arithmetic texts for use in the elementary schools of the State of California had been called for. The secretary presented the board with copies of the call for bids and reviewed the procedure to be followed by the Department of Education and the California Curriculum Commission in studying relative merits of the various series of books submitted for consideration.

Particular attention was directed to the program of the California Curriculum Commission. Various studies at present in process and to be undertaken in the near future by the California Curriculum Commission were presented in a report by the secretary of the board.

1. A plan to be given out for teachers for the development of a state-wide character education program.

2. A report in connection with the activities of the commission in the development of the "Teachers' Guide to Child Development," Intermediate Unit, was presented. The report indicated that the intermediate unit was progressing satisfactorily and that it would be ready for publication within the next four or five months.

3. A statement was made to the effect that some progress had been made since the last report presented to the board in connection with the development of material for use by teachers in presenting instruction concerning the evil effects of alcohol and narcotics.

4. Humane education is an activity which the commission has in hand with the purpose of developing a program. A report made to the board indicated that the curriculum commission was planning to arrange to have materials for use in connection with the teaching of humane education for teachers, that they might use it in various aspects of their regular classroom instruction, where such instruction called for particular lessons on kindness to animals.

The secretary of the board presented a written report in connection with the recent teacher training conference held at the University of California at Los Angeles.

The board approved the recommendation of the Superintendent of Public Instruction, which was in accordance with the expressed desires of the secondary principals throughout the state; and the call for the annual Secondary School Principals Convention, in accordance with law, was approved to be held in the City of Los Angeles, March 21–24, inclusive.

The conference of the Pacific Arts Association, to be held in the City of Los Angeles, was given approval by the board.

The secretary made a report concerning the new site for the Santa Barbara State Teachers College, informing the board as to the location and the price.

The board authorized E. P. Clarke, a member of the board to attend the dedicatory and inauguration ceremony at the Chico State Teachers College, January 22, 1932, as the representative of the board.

Certain revisions to the bulletin formerly presented to the State Board of Education in connection with transportation of pupils were presented. After hearing a report in connection with the effectiveness of the program, as it was worked out in conformity with the rules and regulations and coöperation with the State Motor Vehicle Division, the board approved the rules and regulations and authorized that they be printed and distributed as the approved rules and regulattions of the State Board of Education governing transportation of pupils.

The annual meeting of the State Teachers College presidents with the State Board of Education was called for the City of Santa Barbara March 17, 1932, to be held in conjunction with the next quarterly meeting of the State Board of Education.

Appointments by the Director of Education of faculty members and employees in the State Teachers Colleges and special schools were approved by the board.

The teachers retirement board reported the following annuitants approved for retirement. Their respective years of teaching experience are indicated following their names: Frederick Kellogg Blue, San Francisco, 30; Florence Cromer Coleman, Berkeley, 30; Philip M. Fisher, Oakland, 30; Laura Gilbert, San Diego, 30; Zella Myra Jones, Riverside, 30; Mrs. May Farnum Krause, Helendale, 30; Ella A. Ludwig, Los Angeles, 30; Mrs. Minnie E. E. Merrill, Los Angeles, 30; Annie Frances Perkins, San Francisco, 30; Adah Jane Richmond, Los Angeles, 30; Elizabeth Estella Webster, Yucaipa, 30; Mary D. Wheeler, Felton, 30; Mrs. Josephine A. O'Neill, San Francisco, 30; Albert S. Fulton, Calipatria, 30; Clare Westphal, San Jose, 30; Mrs. Catherine B. Childs, San Luis Obispo, 24; Frederick Chester Davies, Flournoy, 22; Mrs. Mary Alvie Hail, San Francisco, 21; Mrs. Elizabeth W. Howe, San Francisco, 19; Mrs. Edith L. Tomlinson, Arcata, 16.

Respectfully submitted,

V. KERSEY, *Director of Education.*

GENERAL BUSINESS SCIENCE, by Lloyd L. Jones and James L. Holtsclaw. Published by the Gregg Publishing Company. Price $1. This volume is the third in the "General Business Science" series. It extends the information, exploration, guidance, and foundational aspects of parts one and two into the field of thrift, budget making, and nontechnical records of the financial affairs of the individual, the family, the farmer, and the small business owner.

SCHOOL MUSIC NEWS

From the California Western School Music Conference

By Mary E. Ireland, *Second Vice President*

Vocal Music

In the November issue of the Western Journal of Education there appeared a series of articles on the various phases of instrumental music in elementary and junior high schools. Instrumental music has a very definite place in education today, but, after all, vocal music has first place. "Every normal child can sing," and singing reaches the masses. The articles were secured by Miss Inez Coffin and may well start considerable discussion among grade teachers. If we can find out just why we have vocal music in school, and just how we can best use and develop young voices, we can easily find an answer to the question, "What shall we sing in school?" Seventh, eighth, and ninth grade teachers will be interested in Glenn Wood's valuable discussion of music for those grades. And every music teacher will teach more effectively and purposefully if he or she can fully appreciate Mr. Dennis's article on singing in the senior high school. If we can see where all this careful work in the elementary school may lead our young people, we will develop a determination to do a finer piece of work as a foundation.

Why Do We Sing in School?

By Ruth Marguerite Phillips,
Supervisor of Music, Sacramento County

Why do we sing in school? For the fun of it. For the fun of it now, each day, as the days go by, and for the fun we are going to have doing it in later years because we learned to do it now when we are un-self-conscious, and when it is easy for us to learn.

We sing songs selected with care by some one who knows what we would enjoy; songs with artistic merit, songs about the things that we see and do every day, and songs of different moods that carry us into the realm of feeling and through which we may express our moods as in no other way.

We are taught to sing with light, bright tones, with rhythmic expression and an observance of phrasing, and through these means to sing the story and to interpret the mood of the song.

As we go through the grades and the high schools we sing part songs, and have the thrill and the delight of making harmony. This permits us to become acquainted with some of the loveliest music ever written, with the keen joy of participation in the performing of it.

And so we have learned a little more of one of nature's ways of self-expression, and we have had the pleasure afforded only by sharing this expression with others. We leave school with tastes directed toward the best in music, and are not "illiterate" in a subject which will continue to be a source of joy and satisfaction throughout life.

How Should Little Children Sing?

By Josephine Murray,
Supervisor of Music, Tulare County Schools

Song is the basic musical activity in music education, from the kindergarten through the elementary grades. The building of a rich song experience is therefore a major objective in this field of education.

"As artistic singing is to be essentially creative, so it calls for a mind that is enriched by a vivid imagination." Children should sing to express the emotional mood and spirit of the song. This should include the so-called "study song" as well as the more artistic rote songs. "A child should not approach a song as a number of notes to be sung, but as a musical and artistic project to be carried through."

The imagination and attitude of the teacher plays a large part in securing the spontaneous production of any performance. In rote singing the interpretation and spirit of the song come from the teacher's own rendition of it. The interpretation should be real and not mechanical. The absence of expression or interpretation is often due to lack of imagination and creative understanding of the teacher. The child's own expression should grow out of his understanding of the thing he is singing about. The teacher should help the children to decide the mood and meaning of the song and then let them express the spirit of the theme.

A music supervisor "en tour" visited a school, and heard a group of children in the third, fourth, and fifth grades sing songs about Hallowe'en and a holiday; the idea of "mystery" and "spookiness" of the Hallowe'en song was entirely missed, and the children's rendition of the holiday song was funereal and depressing.

Children should sing with understanding, and with the happiness and abandon of youth, and so be filled with the inspiration and satisfaction which comes through the instrumentality of this great art.

What Shall We Sing in the Elementary School?

Songs for young children should first be good musically. Second, they must be interesting to the child both in melody and in story. To be good musically, the melody must be attractive, the rhythm marked, the pitch and vocal range suitable to the child voice, and the length and vocal problems adapted to the age and experience of the children. A good test of the suitability of the song for the class room is to sing it without accompaniment. Pleasing harmonies frequently obscure lack of beauty in melody or rhythm and most of the class songs are unaccompanied under present conditions. If music reading and part singing are objectives, the songs must also be well graded.

In recent years there has been a demand from primary teachers to correlate music with the social studies or other school "activities." The following dramatization for primary grades is offered as an example of this possibility:

THE STORY OF A LOAF OF BREAD

By Inez Harriet Coffin,
San, Jose, Cal.
Formerly Supervisor of Music, Fresno, Cal.

The following dramatization for primary grades is offered as an example of one type of vehicle for the correlation of music and social science.

1. "Oats and Beans." (Old English singing game.)
   First stanza—Chorus.
   Children: Yes, we know how oats and beans and barley grow.
   Second stanza—sung and acted by semi-chorus.
   First stanza repeated—all.
   Semi-Chorus exits (right).
   Farmer, plowing, enters (left). He whistles as he proceeds.
   Girl and boy enter (left).
   Mary: Oh, Johnny! Aren't we having fun on our first visit to the country.
   Johnny: Yeah. It's great out here. Oh, Uncle Ned, we brought you some lunch.
   Ned: Hello there! Glad to see both you and the lunch. *(Stops work.)* Sit down and have some with me. *(They sit on the ground, and chat while eating.)*
   Johnny: What are you going to plant here after the ground is ready?
   Ned: Wheat, Johnny.
   Mary: Is that what bread is made of?
   Ned: Yes, children. Would you like me to tell you the story of a loaf of bread?
   Children: Oh, yes, Uncle Ned.
2. "The Farmer." (Old English singing game.)
   Ned sings stanzas 1, 3, 5 as solo.
   Semi-Chorus sings and acts stanzas 2, 4, and 6.
   Ned: Well, to begin at the beginning, the seed of wheat, from which most bread is made, is sown after the ground has been prepared. North Dakota is one of the greatest states for the raising of wheat. There are great farms of thousands of acres there. And the sowing is done, not by hand as I do it, but by great machines.
   Children: Oh, yes. We learned something about that at school.
   Ned: Then after the seed has been planted, and the warm weather comes on, the wheat starts to come up. Do you know what helps it to grow?
   Children: Rain.
   Ned: Right.
3. Song, "Dancing Raindrops" (Prog. I, page 75)—Mary.
   Ned: Later, when the grain is ripe, what must be done?
   Johnny: It must be harvested.
   Ned: Yes. It is cut, and bound into sheaves. When dry, it is threshed.
   Johnny: Where is it made into flour?
   Ned: In the mills. From North Dakota, the grain is often shipped to the great flour mills of Minneapolis. It is first hauled to the station, sometimes stored in granaries, then taken by train to the big city mills.
4. Song. "Choo-Choo-Choo" (Prog. Manual I, page 132)—Chorus.
   Songs sung by chorus, semi-chorus, or individuals, may be selected from the following list:
5. "The Mill" (Dann I, page 80).
6. "The Mill Wheel" (Foresman I, page 45).
7. "The Mill" (Foresman II, page 22).
8. "Music at the Mill" ("Folk and Art Songs," Book I, page 65).
   Ned: Then after the wheat has been ground into beautiful white flour at the mill, what happens to it, Johnny?
   Johnny: It is put in sacks or barrels, and shipped to all parts of the country.
   Mary: Who makes it into bread? My mamma doesn't bake. She buys bread at the store.

JOHNNY: Oh, don't you know? The flour is made into bread in the big bakeries and the bread brought by trucks to the stores, where it is sold.

Songs (sung by groups or individuals, as desired) may be selected from the following list:

9. "The Bake Shop" ("Music Hour," Book II, page 21).
10. "The Baker" ("Songs of Childhood," Music Education Series, page 107).
11. "The Grocery Store" ("Music Hour," Book II, page 68).
12. "Playing Store" ("Universal School Music Series," Book I, page 77).
13. "The Baker's Shop" ("Music Hour for Kindergarten and First Grade," page 112).

NED: Now run along children. *(Gets up.)* I must get back to work.

CHILDREN: All right, good-bye, and thanks for the story.

(Ned exits right. Children left.)

SCENE II

Time—the next day.

Johnny and Mary are discovered, seated at opposite sides of a table, about to eat breakfast. They are having bowls of bread and milk, and fruit.

MARY: Since Uncle Ned told us the story of a loaf of bread, it all means so much more to me.

JOHNNY: Me too!

(Children bow heads and say grace aloud, together.)

POEM

"A Morning Thanksgiving"

For this new morning with its light,
For rest and shelter of the night,
For health and food, for love and friends,
For everything His goodness sends,
We thank Thee Heavenly Father.
—M. J. Garland.

(Children raise heads and eat.)

14. "Song of the Loaf of Bread" ("Songs of the Child World," No. I, page 16)—Chorus.
15. "A Child's Prayer" (Dann II, page 21) —Mary and Johnny.

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3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities, shown on the above graph, and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership August 1, 1931, was 37,680.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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A SILVER ANNIVERSARY

By Mary E. Ireland,
Second Vice President, California Western School Music Conference.

Do all the superintendents, principals, music supervisors, and teachers know that a silver anniversary is on the way and that they are duly invited to attend? What's it all about, do you say? Why, school music of course! We thought everybody knew that. Of course school music is more than twenty-five years old in this country. Lowell Mason introduced it in Boston at his own expense nearly one hundred years ago. He proved that music has a very definite claim to a place in the curriculum, and it has been going strong ever since. Where does the silver anniversary come in, then? Listen!

In 1907 a small group of music supervisors and teachers responded to the invitation of P. C. Hayden to meet in Keokuk, Iowa, to hear his school pupils sing and to share experiences for the purpose of improvement. Out of the first meeting grew the Music Supervisors National Conference, now twenty-five years old, with an active membership of over five thousand and a large group of associates.

The silver anniversary will be held in Cleveland, April 3 to 8, inclusive. Cleveland is in almost the center of the conference population. It is renowned as a hospitable convention city and offers special advantages as a conference city. There is every reason to expect a record-breaking attendance. We are going to advance professionally, regardless of "bad times" or any disheartening conditions.

If all California music supervisors or principals who are going would write the secretary of the California Western Conference, some of us might take the same train and have a profitable trip all the way. If you are not going, don't miss the reports and information available to those who stay at home. The conference can help the entire country. How is that? Listen once again, and that is all today!

Superintendents and supervisors, please send names and addresses of all your music teachers to Miss Edna Douthit, 5153 Meridan Avenue, Los Angeles. She is secretary of the California Western Conference and will see that all music teachers have the benefit of the conference as far as possible. The conference is out to help school music in every nook and cranny of America. Let California get its share.

Harold Rugg, professor of education, Teachers College, Columbia University, and author of "The Rugg Social Science Course," including six volumes of reading books, six workbooks, and six teacher's guides, was a recent visitor to San Francisco on his way to the Orient. Ginn & Co. are his publishers, and his books are of an epoch-making type in education.

COLUMBIA THEATER

Cornelia Otis Skinner, daughter of the great actor Otis Skinner, needs no introduction to the American public. Both on the stage and in the realm of the diseuse she has won the praise of the critics and the acclaim of the public. This is the first American season of her new production, "The Wives of Henry VIII," which had its première at Knole Castle, Kent, England, last June and was afterwards presented at the St. James Theater, London, where it scored a triumphant success.

Miss Skinner's engagement at the Columbia Theater opens Monday night, February 29. It will be for six evenings and Wednesday and Saturday matinee performances.

When Walter Hampden comes to the Columbia in early March, he will be seen in his restricted version of "Cyrano de Bergerac," which he played for more than one year in New York City. A special train of seven cars will be required to transport the immense company and stage paraphernalia on the transcontinental tour, arranged under direction of Erlanger-Tyler.

A theatrical event of unusual moment is announced for April at the Columbia with the appearance of Maude Adams and Otis Skinner in "The Merchant of Venice." "The Green Pastures," from the Mansfield Theater, New York, is coming across the country and will be seen at the Columbia in the near future. Cast and production, as seen in New York, will make this one of the most interesting attractions of the year.

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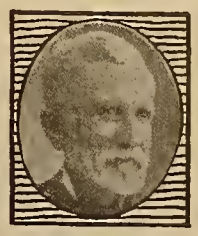

MARCH, 1932

"On the Trails of Yesterday," by Roy W. Cloud, published by Harr Wagner Publishing Company, San Francisco, 1931, presents a series of intimate chapters written in a friendly, attractive style, characteristically genial, and bearing the personality of the author. The materials in the book are such that its range of appeal would be from the fifth grade through the junior high school period.

Excellent illustrations by Ray Bethers give realism to the book. Mr. Cloud's long experience with school children and their interests, together with his experience as a teacher, principal, and superintendent in California, has been made evident in the book. Its vocabulary, style, and appeal to interest mark it as one of the most fascinating books yet written about California.—*From California Schools, Official Publication of the State Department of Education, March, 1932.*

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Note: The opening date of Summer Session (June 27) has been set a week later than usual for the convenience of the many teachers throughout California whose schools do not close till late in the season.

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

WITHOUT MUCH FANFARE, at San Bernardino on February 19 occurred perhaps one of the most momentous decisions in regard to the continued support of public education in California since the foundation of the state eighty-two years ago. At that time, representatives of nine factions of California citizenry, namely, California Teachers Association, State Grange of California, California Farm Bureau Federation, Agriculture Legislature Committee, State Tax Equalization Association, State Department of Education, California Supervisors Association, California Real Estate Association, and the Property Owners Division of the Realtor Group, discussed how real estate now bearing a burden of almost confiscatory proportions would be relieved of that load to a considerable degree, as it is now 30 per cent of the state's wealth and pays 70 per cent of the educational load.

It was a meeting of "give and take," in which compromise was an essential factor, because all groups knew that something must be presented to the people at the coming November presidential election, if catastrophe were to be avoided.

A sales tax and a state income tax were advocated. The first would be a poor man's tax and the second a rich man's tax. The legislative plan finally arrived at calls for a compromise, in which both poor and rich bear a share of the burden. The San Bernardino *Sun* reports the matter in the following words:

Molding legislation that is expected to shift a large part of the public school burden from real estate taxpayers to all consumers in California by providing a selective sales levy and a tax upon net incomes of individuals and trusts, and at the same time designate a standard of education designed to keep this state first in the nation, officials of nine important California associations shortly before midnight in a San Bernardino conference unanimously adopted a proposed amendment to the state constitution, to be placed on the ballot in the November election.

It is estimated under the new plan that real estate in California would be relieved of about $35,000,000 annually in local taxation. A large portion of the new state fund would be used to equalize educational opportunities. Schools wherever located would have a minimum standard of education paid for by the state.

With opposing factions getting together beforehand to formulate an amendment to the constitution for the relief of real estate and for the proper support of public education, it is hoped and believed that the amendment will receive little opposition and will be approved.

Following is the proposed amendment to section 6 of Article IX of the constitution:

SECTION 6. The public school system shall include day and evening elementary schools, and such day and evening secondary schools, technical schools, kindergarten schools, and normal schools or teachers colleges, as may be established by the Legislature, or by municipal or district authority.

The Legislature shall add to the state school fund such other means from the revenues of the state as shall provide in said fund for distribution in each school year in such manner as the Legislature shall provide an amount not less than thirty dollars per pupil in average daily attendance in the day and evening elementary schools in the public school system during the next preceding school year.

The Legislature shall provide a state high school fund from the revenues of the state for the support of the day and evening secondary and technical schools, which for each school year shall provide for distribution in such manner as the Legislature shall provide an amount not less than thirty dollars per pupil in average daily attendance in the day and evening secondary and technical schools in the public school system during the next preceding school year.

There is hereby created a state public school equalization fund for which the Legislature shall provide from the revenues of the state, an amount which each school year shall be not less than forty dollars per pupil in average daily attendance in the elementary school districts of the state during the next preceding school year plus not less than seventy dollars per pupil in average daily attendance in the high school districts of the state during the next preceding school year; such fund to be apportioned in such manner as the Legislature shall provide, for the purpose of equalizing educational opportunities and school tax burdens among the school districts and counties of the state.

The Legislature shall provide in addition to other state revenues for the levy and collection of a tax upon the net incomes of individuals, estates and trusts, and a selective sales tax upon such commodities as shall be designated by the Legislature.

The Legislature shall provide whereby the Board of Supervisors of each county, and city and county, may levy taxes for the support of public elementary schools, secondary schools, technical schools, and kindergarten schools or for any other public school purpose authorized by the Legislature.

The Legislature shall provide for the levying of school district taxes by the Board of Supervisors of each county, and city and county, for the support of public elementary schools, secondary schools, technical schools, and kindergarten schools, or for any other public school purpose authorized by the Legislature.

Eighty per cent of the money provided by the state for elementary school purposes and seventy-five per cent of the money provided by the state for secondary school purposes shall be applied exclusively to the payment of public school teachers' salaries; provided, that no school district shall be required to expend during any school year for teachers' salaries an amount in excess of seventy per cent of the total current expenditures of the district after deducting current expenditures for pupil transportation and for pupil maintenance during such school year.

The revenues provided for the public school system for the school year ending June 30, 1933, shall not be affected by this amendment except as the Legislature may provide.

RETRENCHMENT is the word among all school administrators. Top-heavy systems are being analyzed for reorganization. The teacher load is being raised, purchase of supplies and books is being slashed, and the cutting of teachers' salaries is being seriously considered everywhere. Even systems that are not overburdened with taxation and do not need to do so are considering seriously the reduction of teachers' salaries in order to keep in with the trend of the times.

AFTER THE RAINS of these past few months, California is bursting forth in the beauty of springtime—an emerald isle below snow-clad peaks—a desert aflame with the colors of the rainbow—orange trees loaded with golden fruit—lemon groves laden with a yellow burden—almond trees just in bloom—peach trees a burst of pink—miles of lupin and poppies—huge acacia trees vying with the yellow of mustard fields. A paradox to man's pessimism.

HENRY P. REYNOLDS, principal of the Pomona High School and Junior College, has tendered his resignation to the Board of Education to take effect at the end of the present school year. Mr. Reynolds has served the Pomona schools for twenty-four years—one year as vice principal and twenty-three years as principal of the high school.

THE LOS ANGELES *Times* recently printed this editorial in regard to education:

Nearly thirty million youngsters answered the call of the school bell in the United States in 1931. And Uncle Sam unstrapped his wallet to the extent of $3,200,000,000 to give them an education.

In California last year the average cost of a child in the kindergarten was $104; in the elementary department, $102; in the high school, $189; in junior college, $239; says Doctor Douglas of Pomona College.

The public elementary schools of the nation had an enrollment of 21,211,325. The public high schools taught 4,354,815 more. Universities gave 1,099,468 higher education. Private and parochial schools accounted for 2,700,000 in addition. The teachers of this vast army numbered 1,029,000, or one for every thirty pupils, according to the *Christian Science Monitor.*

Elementary schools suffered a loss in enrollment in 1931 of 159,000 pupils. High school enrollment, however, was 324,815 more than the year before. Because of a decrease in the number of children under five years of age in the United States, a shrinkage of first-grade enrollments is likely to occur for some years to come. There were 128,840 fewer children under five years of age in 1930 than in 1920.

Almost a million and a quarter people of all ages were enrolled in vocational schools in 1931. Sixty thousand more than last year enrolled this year. People are evidently struggling to get out of the unskilled-labor class into the skilled group. Wages are better and jobs are more certain.

One of the benefits of the stress of the past few years has been the driving of people to prepare themselves for greater usefulness. The Federal board notes a rise from 164,186 enrolled in vocational schools in 1918 to 1,125,000 in 1931.

WIRT C. WILLIAMS, Superintendent of the Glendora Schools, this year finishes his thirtieth year of public school work.

SOME 325 fathers attended a Fathers' Day banquet in San Marino, March 1, at the Henry E. Huntington School, indicating hearty interest and approval of the San Marino city schools as administered by Superintendent E. C. Neher.

MISS MARGARET LIVINGSTON, librarian, Orange County Free Library, is well on the way to recovery, following a serious operation.

TO RIDE from Los Angeles through the Imperial Valley and across the Colorado River and on to Phoenix, Ariz., in the early part of February, gives one a journey of five hundred miles of the most variant country on our continent. Los Angeles, El Monte, Puente, Pomona, Redlands, Yucaipi, Beaumont, Banning, Indio, Coachella, Brawley, El Centro, Holtville, Yuma, Mohawk, Wellton, Buckeye, Gila Bend, Phoenix.

Orange groves, apple orchards, date ranches, onion patches, grapefruit orchards, lettuce plots of five hundred acres, alfalfa fields with hundreds of bees, sand dunes, chocolate running canals, the copper-watered Colorado River, the San Gorgonio Pass, snow on the San Jacinto Mountains, Arizona block-cut mountains, lava beds, the Salt River Valley, dried cotton fields, sheep pastures, Phoenix and its curio stores, five hotels, the new Maricopa County Courthouse—a proud city in a proud state. The Wickenburg Round-Up, advertised in Phoenix by troupers in cowboy costume and the twanging of banjos, the singing of mines, and the popping of pistols.

C. O. CASE, State Superintendent of Public Instruction of Arizona, and J. A. Riggins, Assistant Superintendent, are busy these days defending school costs and school educational programs.

Miss Miriam S. Grau, County Superintendent of Maricopa County, of which Phoenix is the county seat, has one-third of the population of the state in her territory. Maricopa County is looked upon as a leader in education in Arizona.

Maricopa County claims such outstanding educators as John D. Loper, Superintendent of Phoenix; H. E. Hendrix, Superintendent of Mesa; H. K. McLennan, Superintendent of Wickenburg; R. E. Brannen, Superintendent of Gila Bend; Harold W. Smith, Superintendent of Glendale; and Fred P. Austin, Superintendent of Chandler.

William Henry Coleman was elected this past year to the superintendency of the Mesa Union High School district, Arizona. Doctor Coleman is a graduate of the University of Nebraska, and this last year received his doctor's degree from Columbia University, as a result of research work in the realm of spelling. As a result of his research in this field, the Hall & McCreary Company of Chicago has recently published a series of spellers by Doctor Coleman, in which are associated with him the following outstanding educators: Herman L. Donovan, State Teachers College, Richmond, Ky.; George Willard Frasier, president, Colorado State Teachers College, Greeley, Colo.; Alexander J. Stoddard, Superintendent of Schools, Providence, R. I.

This series of spellers, entitled "Learning to Spell," have, according to the authors, been the result of one of the most exhaustive studies ever made in the United States, in which thirty-six million words were considered. Doctor Coleman has a series of five lectures on spelling which he is called upon to deliver on occasion throughout the United States. This series of lectures is based upon a "Critique of Spelling Vocabulary Investigation," written under the guidance of Doctor Arthur M. Gates of Columbia University.

Thomas B. Hart is Superintendent this year of the Osborn school district, a fine system that joins that of Phoenix on the north. Mr. Hart is a graduate of the East Central Teachers College, Oklahoma, where he worked as teacher and supervisor.

Everet Johnson, research director of the Phoenix schools, has as intermediate supervisor Miss Bernice Clark and as primary supervisor Miss Fra Samuels.

N. D. Pulliam, principal of the Madison School, District No. 38, is ranked as one of the outstanding young educators of the Salt River Valley.

WALTER R. HEPNER, Superintendent of the San Diego City Schools, has organized "curriculum councils," whose duties involve course of study work, recommendations concerning changes in or additions to basic or supplementary textbook lists. These councils have been organized for the various subjects in the secondary field by bringing together the subject supervisor and the secondary school principal. In the elementary field, each council consists of the subject supervisor, two teachers from each grade, with an elementary principal as chairman.

THE ESCONDIDO grammar schools under Superintendent J. W. Lawson have increased to an A. D. A. of 742, compared with 680 for the same time last year. An increased educational program has been developed. An adjustment room this year for the upper grades has been such a success in relieving retardation that one is planned for the primary grades next year. The Escondido teachers of both high and grammar schools are contributing money for the employment of an unemployed man for each school.

W. E. FANNING, Superintendent of the Brea Grammar Schools, has made a comparative analysis of the word lists of the various reading sets available to his teachers. As a result of this work,

the teachers know by consulting the analysis what set of readers is next in difficulty as to vocabulary.

Jack R. Tenney, Superintendent of the Oceanside Grammar Schools, was elected president of the Kiwanis Club this year.

Frank F. Otto, principal of the Downey Junior–Senior High School, is in his ninth year as head of the system. The high school enrollment has increased from 150 to 470. Mr. Otto will be in charge of the University of Southern California banquet at the coming principals' convention at the Ambassador Hotel in Los Angeles.

Doctor Madilene Veverka made the address of the evening at the annual teachers' and administrators' dinner at Burbank, March 9. Doctor Veverka gave a most interesting talk on European situations of the present moment.

Frank A. Henderson, Superintendent of the Burbank Schools, is rounding out four years of excellent work in that city. Last year a tremendous reduction—40 cents on the hundred—was made in school costs, and a further slash is being considered for the next school year. The teachers of Burbank are giving 2 per cent of their monthly salaries for the relief of unemployment.

Mrs. Edith P. Church for the past year and a half has been vice principal of the John Muir Junior High School, under Principal George N. Hale. Mrs. Church is a graduate of Indiana University and is working for a master's degree from Columbia University. Mrs. Church's previous work in California has been two years in the Whittier school system, and she established the Palos Verdes School in 1926–27.

The Montebello city schools, under Superintendent Mark R. Jacobs, have had an additional school district, that of Laguna, recently annexed to the Montebello district, adding some $6,000,000 to the city's valuation, making the total now $29,000,000. The Laguna school district did belong to the Huntington Park high school district, but decided when Huntington Park joined Los Angeles to join Montebello instead. The enrollment of the Montebello schools now numbers 3100 for elementary, 575 for high schools, and 80 for night school. The sum of $1,000 has been raised by the Montebello teachers to be used exclusively for the relief of children of needy families. Three hundred children are being given a hot lunch.

The Azusa city school district for the past eleven years has had the same persons as trustees. This year C. H. Lee is president, Cornelius Smith is clerk, and P. A. Mucks is trustee. To the men and to C. C. Carpenter, District Superintendent of the Azusa schools for the past ten years, the marvelous growth and excellence of the educational program is credited.

The Slanson Avenue School, Azusa, of which Mrs. Julia G. Sharp is principal, is most attractive. At present, the school consists of one wing of a proposed larger plant. This one-story wing of Spanish effect with white walls, outside corridor, red-tiled roofs, a lawn, and flowering shrubs, all developed in the reclaimed wash of the San Gabriel River, is more than usually effective.

The Azusa city schools, under Superintendent C. C. Carpenter, are coöperating in the training of cadet teachers from La Verne College. These students are under the direction of Ray R. Cullen, who is both District Superintendent of the La Verne City Schools and head of teacher training of La Verne College.

The union of the Glendale city school district and the Glendale union high school district was voted last fall. After that vote, R. D. White of the city schools was designated as City Superintendent, and George Moyse, principal of the Broadway High

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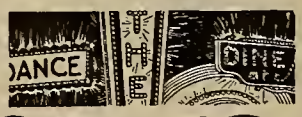

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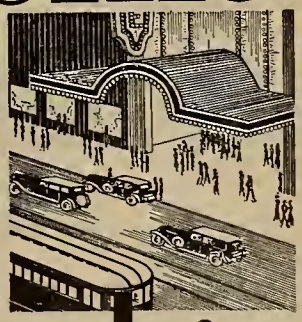

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School, was made Assistant Superintendent in charge of the high schools. The vote on amalgamation was taken so late last summer that the two districts, though now one, have operated this school year as previously.

In order to bring about a proper reorganization of the two systems, the Glendale Board of Education secured the services of Doctor Osman R. Hull and Doctor Willard S. Ford, both professors of education of the University of Southern California, for the making of an educational survey of the Glendale situation. The survey has been going on for several months, with committees of local teachers coöperating, and the first of May is set as the date for the completion of the works. The probability is that a 6-3-3-2 plan will be recommended.

THE "Hand Book for Parents," published by the Arcadia city school district, is furnished to parents of all children from the ages of three up in the district. The handbook contains an excellent statement of the organization of the schools, financial support of the schools, school ages, special services rendered by the schools, statement on safety, census, factors effecting school success, student activities, auxiliary agencies, textbooks and supplies, rules and regulations, and a list of school holidays. The handbook is the work of Homer Ferris Aker, Superintendent.

The Arcadia city schools under Superintendent H. F. Aker have undertaken several interesting things this year. One has been the establishment of some eleven extra-curricular clubs, with a regular classroom teacher in charge of each club. The clubs organized so far include the following: Girls' Glee, Boys' Glee, Behind the Footlights (dramatic), Curiosity (exploratory science), Book Lovers, Ink Splashers (journalism), Junior Citizens (social service), Boys' Fixit Club (handicraft), Nimble Fingers (girls' handicraft), Fix-me-up (interior decorating), and First Aid and Safety.

Another new feature is a course of library practice given to all 7B pupils. The beautiful new Arcadia public library is used in this work.

Previously, advancement in salary schedule in Arcadia was conditioned upon units secured in summer session or correspondence work. Now any increase in salary is to be considered as a promotion and is made upon the recommendation of the Superintendent. The Superintendent will recommend salary increases according to the value of the teacher to the school system, and will determine his recommendations from those of the supervisors of subjects, the principals of the schools, and his own observations.

A seminar of Arcadia teachers for this term has been organized to consider problems in reference to the Arcadia school system. Two questions to be considered are (1) Where does the teacher load end as to economy and efficiency? (2) What is the difference in teaching values and results in education as between teachers?

LOS ANGELES LANE

THAT NOISE coming from the West is Robert Lane, Assistant Superintendent of Los Angeles Schools, shouting that because social studies have gotten themselves a place everywhere, the promoters of them mustn't think the time has come to rest. Hear him. What you have done is good, fine, superior, and it is not good enough. You have a delightfully easy attitude toward citizenship. Savage tribes manager better. Their youth can't enter manhood until they have proved themselves worthy. We should see to it that no one is allowed to become an American citizen either through the courts or by mere growing up until subjected to rigid scrutiny as to fitness by knowledge and past performance. This is the school's business. The elementary record should show that for seven years John Jones has acquired American ideals suitable to his age. The added testimony of junior and senior high schools should be satisfactory. University or employer should be the final witness and be called on to stand sponsor in the civic baptism. We are comic, we Americans. We are greatly concerned about the foreigner who wants to become a citizen. It's time to Americanize the American born. — *William McAndrew, in "School and Society," March 5, 1932.*

DOCTOR HAROLD RUGG

DOCTOR HAROLD RUGG, on his way to the Orient, where he will spend eight months, was given a luncheon by the State Teachers College of San Francisco, January 27. Over two hundred people were present. He gave a most convincing address. Doctor Rugg is the author of the "Rugg Social Science Series" of books, which are the outstanding books of recent years in the junior high school field. Doctor Rugg said some very fundamental things and left a deep impression on his audience. These brief extracts give a remarkable insight into the philosophy that is back of the new movement in education, along the line of social science.

When the World War was over in 1919, some of us viewed the results and concluded that some one must do something, the need for which is evident every day of our lives; that was, *to write an honest description of our modern society.* In doing this, we would be concerned with many concepts, some of which are very obvious. One of these is that we are living in a totally new civilization.

For example, when I graduated from a New England high school in 1902, I spent two years as a weaver in a textile factory. We worked 11½ hours a day. Next to me worked an Hungarian laborer who supported his family on wages of $7.50 a week. Each of us cared for four looms. Two years ago, I returned to that mill and stood on the same spot where I worked as a boy. I found one man now attends to eighty looms, where I watched four. A few days ago, I visited in Milwaukee a factory manufacturing automobile bodies. There, in adjoining buildings, one unit is turning out daily more finished bodies practically without human labor than can be produced in the other building by one thousand sweating laborers.

These specific and personal illustrations are mentioned to show the tremendous changes that have occurred in the past fifty years, due to the advances in the use of power and machinery. The application of scientific methods to mechanical production has made possible this change from the old to the new civilization.

Our job is to pass on an understanding of this thing, a changing world, to youngsters. The first step is giving an honest description of the characteristics of the new world. This means that we must ignore all conventional schemes of teaching and employ laboratory methods. We must build a scheme of instruction out of industry, agriculture, new modes of living, new customs, the lively arts, the fine arts, in fact, build a new curriculum. The fundamental concepts for this new program are found in the educational philosophy of John Dewey and other leaders in educational thought.

Drastic changes in organization must be made to make understandable to pupils this story of modern civilization. No longer can courses be separated into air-tight compartments. Studying the same facts and means in a number of places is wasteful. This new course means an entirely new synthesis of knowledge.

As an example, take the facts and meanings necessary for an understanding of the present imbroglio in Manchuria. One must consider the facts of the large population of Japan, existing on an area of twenty-five thousand square miles of arable land, less than one-fifth the arable area of the State of California, with Japanese leaders urging migration to Manchuria. In a period of thirty years only 225,000 Japanese have settled in Manchuria, while during the same period 27,000,000 Chinese have moved across the Great Wall. One must understand 400,000,000 Chinese living in a "ten cents a day civilization" that is involved but never changing. Historical facts, economic facts, iron, timber, coal, must be understood. Why Japan must sell; why China is a logical market. Political facts must be taken in close relationship to industrial and economic facts. Added to these are educational facts and the constitution. When Japan was ready for a constitution, her statesmen visited the capital of Prussia, where Bismarck wrote them a constitution based on the Prussian idea of the relationship between the state and military powers.

This new course is a course in civilization and culture and not a course in history or geography. The starting point is the modern world.

Social science permits three types of organization. The first, the conventional course presenting academic bits of history and geography in relative isolation; the second, the so-called fusion course, which is a merger. The third is the new course which is sometimes called a fusion course, but is in no sense a merger. It is a totally new thing, a course built out of the modern world, that eliminates much

that has been in other courses and breaks down all lines between subjects, to give young people a chance to understand the modern world.

We need to bring up a generation of young people who are not only literate and informed, but are able to think intelligently about the modern world. So far we have never launched an experiment in scientific thinking. From kindergarten to college we should be confronting young people with questions and problems. Pupils should have an open-minded, questioning attitude. The Denver high school boy who was overheard saying to his companion, "Your point is well taken. John, but what is your authority?" had the attitude for which we should be striving. In other words, the concept of this new course is a mind that questions.

Our old methods assumed that increased power of generalizing would come from the learning of increasingly difficult generalizations. This belief is fallacious. We know now that young people grow in the power of generalization only as they steadily accumulate a wider and wider background of meaning, and practice continually in drawing more and more complicated generalizations.

The first aspect of this new course is that it is built out of modern life. Another aspect, which has not been stressed, is how to teach individuals, on one hand, to live in this industrial civilization and at the same time teach him that he is a creative individual who must reconstruct it. For help here, we must turn to the creative artist. The problem is to keep this civilization going and at the same time rebuild it.

The creative artist is the most outstanding development of the classroom since 1915. Painting, drawing, singing, dancing, creative writing, all call for artists who understand children and are sensitive to the artistry and creative capacity of childhood. "Poetry cannot be summoned, it must be permitted." A child should be brought up with the idea that he is a superior personality with creative ability. One should never allow a child to develop an inferiority complex.

We are standing at the beginning of a new age. The time is ripe for educators to make a great educational pronouncement: "Unthinking, selfish, competitive political control is over, if leaders in education will train tolerant, thinking citizens."

Two things are necessary in our modern civilization. First, embrace the attitude of science and apply it to distribution of wealth, government, and the problems of living together; second, embrace the attitude of the artist, making an adventure in beauty an integral part of life.

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VOL. XXXVIII MARCH, 1932 No. 3

NEWS AND COMMENTS

By HARR WAGNER

ANY CITY that reduces salaries of school teachers and allows the salaries of policemen and firemen to remain as in 1930, 1929, and 1928, should be severely censured. Reduction in salaries should apply to all alike—civil service, political, and other jobs. The four-square gospel should prevail. We should take equally from those who have and give to those who have not, if they deserve it. In any event, the school teacher should be exempt from contributions, if any class is. They may not have husbands and children, but they do have, as a rule, more dependents than any other class of professional workers. Keep your chin up, also salaries—but chin and salaries subject to readjustment —and a square deal to all.

MICHAEL VINCENT O'SHEA, the author, lecturer, educator, is dead. He was professor of education, University of Wisconsin, for more than thirty years. We remember him best as he appeared before the California Teachers Association at Pacific Grove in the late nineties; Richard D. Faulkner, president, and Mary M. Fitzgerald, secretary. Doctor O'Shea was new, and he had a sound philosophy of education and a pleasing personality. His death, at the age of sixty-six, is unfortunate. Most educators, with a slant for philosophy, do not attain their best results until they are past sixty-five. An educator, to be a philosopher, must, except in rare cases, be far removed from the prejudices of his boyhood and the social and political environment of his early life to be a safe and truthful interpreter of life.

THE FOLLOWING well-known educators, under the leadership of Roy Cloud, were members of the special-car group that attended the N. E. A. in Washington, D. C., and were entertained in El Paso, New Orleans, Jacksonville, St. Augustine, Charlestown, and Richmond, Va.: L. E. Adams, San Bernardino; C. L. Beidenbach, Berkeley; George Bush, South Pasadena; A. J. Cloud and Roy W. Cloud, San Francisco; Beulah B. Coward, South Pasadena; Percey R. Davis, Santa Ana; M. A. Gauer, Anaheim; Earl G. Gridley, Berkeley; J. M. Gwinn, San Francisco; Howard J. Hanna Los Angeles; Mrs. H. L. Hazen, Berkeley; Mr. and Mrs. A. B. Heacock, Glendale; Miss Mary Hill, San Jose; Professor E. A. Davis, Berkeley; Walter Hepner, San Diego; O. S. Hubbard, Fresno; E. J. Hummell, Beverly Hills; M. G. Jones, Huntington Beach; Doctor W. W. Kemp, Berkeley; Doctor George C. Kyte, Berkeley; J. W. Means, Tustin; Doctor Lester B. Rogers, Los Angeles; Professor Charles Rugh, Berkeley; Mrs. Kathleen H. Stevens, Los Angeles; F. L. Thurston, Los Angeles; Estelle Unger, Petaluma; E. L. Van Dellen, Ventura; Doctor O. S. Hull, Los Angeles; Louis Plummer, Fullerton; Doctor Carleton H. Mann, Los Angeles.

HAVE YOU stopped to consider that progress itself has a finality? Perhaps progressiveness is finished. We are not pessimistic. We are not optimistic. However, it is possible that civilization has reached another of its peaks. It is not impossible that education, social environment, character, and even spiritual insight will be better on lower levels. Every human being is now provided as needed—a poor farm, a hospital, an asylum, a jail, a bath tub, and a grave. Air, water, and sunlight, unbottled, are free. Of course we must fight to keep the air and the water free —the air from radio monopoly and the water from utility corporations—or we will lose the rights we have to free soil; but there is danger to civilization in seeking always higher peaks of achievement.

GEORGE C. BUSH, Superintendent of Schools, South Pasadena, was selected by the California delegation to the N. E. A. at Washington, D. C., to make an address on Lincoln, in front of the beautiful memorial of the martyred President.

ROY W. CLOUD, executive secretary of the C. T. A., gave an interesting talk before the Sequoia Club, Thursday, March 10, on "The Trails of Yesterday," his new book of California stories, with a fascinating prelude on his trip to Washington, D. C., via Florida.

DOCTOR A. E. WINSHIP, editor of the *Journal of Education*, Boston, Mass., was one of the most popular speakers at the N. E. A. meeting in Washington, D. C. He is over eighty years of age, but continues his work with the enthusiasm of youth and the wisdom of years of achievement. He has recently changed the *Journal of Education* from a weekly to a bimonthly.

THE TAXPAYERS ASSOCIATION OF CALIFORNIA held a conference recently in Los Angeles. There were many school administrators present. The tax problem is a serious one. The question is not "Will the state give liberal support to the schools?" but how? It is going to require a great sacrifice both in effort and money to keep our schools up to the present standard. The spirit of the youth of today does not arouse educational enthusiasm. The prevalence of crime cannot be charged either to education or to the lack of education. Problems of character must be solved along with those of taxes, education, and human nature.

CHARLES L. GEER, A LEADER

CHARLES L. GEER, District Superintendent of the Coalinga section of Fresno County, is an outstanding educational leader. He has taken the initiative for many educational projects for the great San Joaquin Valley. He is at present holding meetings for the purpose of securing from the state additional institutions of higher education. He believes that the San Joaquin Valley should have greater educational facilities nearer home than Berkeley or Los Angeles. Last January a meeting was held in Fresno. Honorable Vierling Kersey, Merton E. Hill, V. Ricciardi, Horace Rebok, and others were present. A committee was appointed to study the situation and to present the findings to the Carnegie California Survey.

CALIFORNIA BREAKFAST

THE CALIFORNIA BREAKFAST at the meeting of the N. E. A. Department of Superintendents is always an interesting feature. This year it was made especially notable by the presence of Mrs. Herbert Hoover, wife of President Hoover. More than one hundred Californians were present. Seated at the speakers' table were the following: Doctor Joseph Marr Gwinn, San Francisco; Mrs. Herbert Hoover, Washington, D. C.; Mrs. Rickard, who accompanied Mrs. Hoover, Washington, D. C.; Doctor E. C. Broome, Philadelphia, Pa.; George C. Bush, South Pasadena; Miss Florence Hale, president, N. E. A.; Doctor and Mrs. William John Cooper, Washington, D. C.; Mrs. Hugh Bradford, Sacramento; A. E. Winship, Boston; S. A. Shankland, Department of Superintendence; Mr. and Mrs. Frank Ballou, Washington, D. C.; Doctor Rufus Von KleinSmid, Los Angeles; Miss Beulah Coward, Los Angeles; Miss Estelle Unger, Petaluma; Roy W. Cloud, San Francisco.

IMPERIAL COUNTY RURAL SCHOOLS

The last county formed in California was at the beginning of the Twentieth Century, when the eastern half of San Diego County was cut off and Imperial County was established, with the county seat at El Centro. That was the time when the vision of Twentieth Century pioneers saw the waters of the Colorado River making an empire in "The Palm of God's Hand," where the land lay three hundred feet below the level of the sea, and where the sidewinder and coyote and horned toad must be disturbed in their solitude.

Three decades have passed, and the hothouse of America, thirty miles broad by sixty miles long, is the wonder of all America.

A pictorial review of Imperial County schools educationally is twofold. The first is that of the city schools under the leadership of such superintendents as B. M. Grunwell of El Centro, D. P. Choisser of Calexico, E. Lester Cox of Calipatria, M. B. Hockenberry of Imperial, A. P. Shibley of Holtville, and George R. McIntire of Brawley; and of such principals in charge of union high school districts as John L. House of El Centro and Dean Richmond of Holtville. The work of these men has been notable. The economies of these and past times, the installing of proper equipment and educational courses, the assembling of qualified faculties, have made these schools equal to the best in California.

The second view is that of the rural schools, directly under the leadership of Cornelius B. Collins, County Superintendent, who entered upon the county superintendency after having served as Superintendent of the schools of Imperial, Calexico, and Holtville, successively, during a period of more than ten years. Mr. Collins came into office upon a program of economy based upon educational efficiency.

In putting over his educational program, Mr. Collins has used foresight and judgment. His instruction supervisors, Miss Winnie Mae Mackey and Mrs. Grace Ferrell, are alive to present educational values and are doing field work of excellence. The pictorial survey of the rural schools of Imperial County, upon which the facts of this article are based, was superintended by these two persons last fall. Besides his field force, Superintendent Collins depends upon his attendance supervisor, Roger M. V. Walton, and Deputy Superintendents Mrs. Lalla Rookh Mitchell and Miss Margaret E. Giles for counsel as needed.

A realization of the rural educational problem in Imperial County is afforded when one surveys the child-accounting diagram. Here we find 51 per cent of the children listed as white, 38 per cent as Mexican, 9 per cent as oriental, and 2 per cent as negro. As one surmises from these figures, the greatest problem in the county schools is that of language handicap. It is even worse than at first apparent, for the figures do not designate that from 60 per cent to 65 per cent of the children come from foreign-speaking homes.

As the instruction supervisors state it: "The problem is that of the vanishing Mexican." The first three grades are swamped with Mexicans and then they vanish. They stick until sixteen years of age, reach the third grade, and then drop out.

Both Miss Mackey and Mrs. Ferrell are trying to remedy this situation. They believe the solution lies in a far better organized effort to relieve the handicap of language by better methods of teaching English, and they are trying to keep the Mexican child moving through school with pupils of his own age.

The "two-way curriculum" as carried out by the state demonstration schools is followed in the Imperial County rural schools. This plan calls for individual work in the tool subjects —spelling, reading, and arithmetic; and socialized work in the social subjects. Advice is given to the teachers to make their school work informal instead of formal. The curriculum followed is adjusted to individual differences. Integration of subject matter of the related subjects—geography, history, civics, nature study, and art—is advised. In conclusion, pictorial survey as a whole shows that the major portion of the teaching force of the rural schools is basing their work upon individual instruction.

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WHO IS RESPONSIBLE?

By HERBERT F. CLARK,
Assistant Director Vocational Education, Los Angeles

"THE WORLD OWES ME A LIVING"—"Society pays the bills, therefore society is responsible for the ills of mankind"—"The government owes every man a job"—these are expressions we have heard for a number of years, and they are especially prominent in this period of world-wide depression. I propose in this paper to examine them to see if they are sound in principle, or capable of being put into practice.

The first statement, "The world owes me a living," possesses two vague terms; namely, *world* and *living*. Nobody has yet determined just what the world is, hence it is futile to attempt to center responsibility in something nobody can define or locate. In metaphysical terms, the world is the universe with all its component parts; and no metaphysician has yet been able to discover or define the power that seems to keep it in operation, except in that indefinite term Deity, or God. And since God (if there be a God) is responsible, if such an obligation can be associated with such a being for the operation of the universe or world, and if the world is responsible for my welfare, then the ultimate source of responsibility rests with God Almighty and my fellowman is freed from any obligation. The "world" is a poor alibi for my failure to make my own living, and to use such an expression is a puerile confession of my inability to stand on my own feet and make my own way along with my fellowmen.

Suppose we examine the word "living" in that expression. Just what does it mean? Just food enough to sustain life? If clothes, what kind of clothes? Does it involve a home with ownership, a wife and children and modern conveniences, opportunity to enjoy leisure time? Just when did the world become responsible to me in these respects? If responsible to me, why not responsible to my neighbor, to every other human being? Who made this tie-up between the world and me and threw the burden of responsibility on the world?

The other word in that expression that needs examination is the word "owe." The American Dictionary gives three definitions for the word "owe"—(1) To possess what belongs to another, (2) to be bound to pay, (3) to be obliged for. Webster gives as his third definition "to have or be under obligation to restore, pay, or render (something) in return or compensation for something received."

According to these definitions, and in view of the expression under examination, the world possesses something belonging to me, is bound to pay me something, is obliged to me for something, or is under obligation to restore to me something in return for something I have given it. The question naturally arises as to how the world came into possession of something that was originally mine. The answer is that in each case there has been a mutual obligation assumed. The assumption is that I have given the world something, or rendered it a service by which it is now indebted to me. Putting the situation in contract form, it would read something like this: "I, ..., party of the first part, have rendered a service to party of the second part, therefore, it is mutually agreed, and party of the second part hereby agrees to pay party of the first part due compensation for said services."

So far as our expressiou is concerned the "world," as the party of the second part, is a very indefinite character and it would be extremely difficult to bring legal pressure to bear upon him in case of default of contract. In any event, the person using the expression should be pretty sure that he has rendered the world a distinct service before claiming any sort of return for his services, and even then he is dealing with such an evasive character that he stands little show of collecting on his investment.

Suppose, then, we take up the second expression, "Society pays the bills, etc.," for brief examination.

In this case the word "society" is as vague as the word "world," in the first expression. It does, however, have a human connotation that the other does not possess. Society as a whole has no organized means of entering into obligations of any sort. It cannot owe anything because it is inarticulate—lacks individuality. If it cannot enter into contractual relations, it cannot assume obligations. There is no way of centering responsibility upon society. God, alone, is responsible for the human race, and society as a whole is nothing more than the concept of human beings on the earth in their struggle for existence.

Does society pay the bills? No! Individuals pay bills. It is as impossible for society to pay bills as it is inconceivable to form any notion as to what society really is. If we could locate society, if it could assume obligations, if human beings could render it distinct service, then we would be in position to charge it with responsibility. If society could be located, if it be responsible for the ills of mankind, then it would have authority to rid itself of some of its impediments to progress. It might assume, for example, the prerogative of the gardener or the orchardist, pull out and trim off the dead and useless materials and dispose of them as so much rubbish.

When we come to the third statement, "The government owes every man a job," we can see in the distance a seat of possible responsibility. Organized governments possess certain individualities, can enter into contractual relations, can sue and be sued, do possess certain elements of authority over their peoples, do in a measure represent the people over whom they have sway. An individual in organized government is not wholly his own; he has yielded certain of his prerogatives to the welfare of the whole.

We have in the United States of America a very much decentralized responsibility. Our forefathers had great faith in the ability of the people in the several original states to care for their own needs in some adequate manner. As our states became blocked out into counties, our counties into townships, our townships into school districts, farther and farther did the centers of responsibility recede from the central government. As the cities grew in numbers and size and became organized into definite units, still more did centers of responsibility increase.

And, furthermore, we have taken great pride in the American home as a center of responsibility. We have expected parents to "train up children in the way they should go." We have held up to anathema the indolent parent. Many years of observation has shown us the fruits of a frugal family. We shudder for the time when a father releases this sense of responsibility and passes it on to the state. And, again, in this United States of America, we have glorified the individual. We have tried to show our girls and boys that the responsibility for their success or failure rests squarely upon their own shoulders. We are spending millions upon millions of money for no other reason in the world than that our children and young people get started right on the pathway of life. We provide the means, place them at the disposal of the children, and for ten to twelve years require that these young people contact these means, go through certain experiences, and for no other reason than that we think somehow in this process they will develop sufficient ability to make their way and assume the responsibilities of adult citizenship.

In fact, it seems to me that the theory of our forefathers in organizing our present form of government was sound, is sound today, and is the only theory capable of developing a people able to secure and appreciate the common comforts and finer things of life.

In a crisis such as this, not only the forms but the theories of government are being critically examined. This is properly so. Shall we have a strongly entrenched central seat of responsibility? Shall we attempt to invest a few people with it, or shall we try to keep it widely diffused among the several states, among the agencies within the states, and, finally, upon the family and the individual. It seems to me as though the latter alternative offers the best basis for stable development.

We do not deny, of course, that all these centers of responsibility are closely related and very greatly interdependent. The central government does bear certain responsibilities; the states their share; cities theirs and the individual his or hers.

LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

Ventura County Free Library Service to Schools

By Miss Elizabeth R. Topping,
Librarian, Ventura County Free Library

It was said of a famous philosopher that when he wanted to know something about a young man, he used to ask him, "How much do you make a month?" That seems rather a bald way to approach the subject of service to the schools, yet money does measure the capacity for service. Ventura County Library's income from the Ventura elementary schools for the year 1930–31 was $10,180. This was from all the elementary schools but one, and included fifty-seven with an average daily attendance of 6632. This money buys books, etc., and pays the salary of the school assistant. The high schools pay for the books they buy and for service.

Before getting down to the actual details of service, a word is necessary about the geography and industries of the county. Ventura is a mountainous county. The county seat is the center from which the roads run out through the valleys. Most schools can reach the library in less than an hour's drive. The librarian can visit many schools in a day. The industries of the county as well as the topography exercise a great influence upon the schools. Everywhere in the county is oil. It brings a superior class of worker.

Between the oil derricks are the bean fields, the orange, lemon, and walnut groves. The ranches make two kinds of schools—those for the children of workers by the day and those for the children of ranch owners, their foremen, etc. The day workers are Mexicans. There are often separate schools for the English-speaking and the Spanish-speaking children. When the schools are mixed, the children who speak English and those who speak Spanish are separated whenever possible in different rooms. This is not because of race or language, but because the difference in background and ability to understand the work is so great that it is unfair to place all children in the same classroom.

This difference in race, language, and background makes a problem for the librarian. Books suited to a sixth grade of Spanish-speaking children are not used in a sixth grade where the parents speak English. Connected with this is the problem of the migratory schools. In the fall of the year, walnut pickers are needed and schools have to be hastily set up in garages, old sheds, and extra classrooms to provide for a group of children who stay only a little while and then hasten on to the next place where there is seasonal work. Both in the regular schools where there are Mexican children and in the migratory schools, the whole school schedule is adjusted to walnut picking, and the library has to be ready to meet sudden drafts for all kinds of books.

With these few words of explanation, let us turn to the schools and the service the library gives them. All the schools but one high school and one elementary school district belong to the county library. There are fifty-seven elementary schools, three junior high schools, seven high schools, and one junior college. We lent the schools the following material during 1930–31: Books, 40,987 (includes texts); text, 25,722; special requests, 22,742; pamphlets, 3036; periodicals 1260 (subscriptions); maps, 103; records, 648; stereoscopes, 21; stereographs, 64 sets; charts, 78; globes, 8; pictures, 1154; cards, 48 sets; miscellaneous, 93.

We made 1105 visits to the schools.

The work with the one-teacher schools gets more satisfactory every year. The careful and intelligent supervision of Mrs. Blanche T. Reynolds, County Superintendent of Schools, and Miss Clara Smith, director of rural education, assisted by the supervisors, has increased the demand for general reading. Each of these small schools has some kind of an encyclopedia. All have maps, many have globes, pictures, and records, and all receive periodicals. The teachers are furnished with professional journals. We supply supplementary textbooks. Each school has a library of general reading books, which are not limited very much in the case of one-teacher schools. They may change books as often as they choose, for the one-teacher school is frequently a community branch.

Most of the children are in the larger schools. These keep growing. Ten years ago Avenue School had two teachers. Today it is divided into two schools, with twenty-one teachers between them. This necessitates a different sort of library administration from that of smaller schools.

The best-perfected organization we have is at Santa Paula, where we have four schools and two kindergartens. Santa Paula has relatively little money to spend, but it is very wise in its requests and expenditures. The distribution of texts is handled efficiently by one teacher. Readers are given out for a limited time. This school is so large that in order to supply classroom libraries we have a deposit station at Santa Paula for its use and that of the neighboring schools.

Our children's librarian spends a day a week during the school year in and around Santa Paula, visiting the schools and changing and charging the classroom libraries, which are limited to twenty books a room. These classroom libraries are placed in charge of children custodians who are trained in little classes at the first of the year to take care of books, count circulation, etc.

The day the children's librarian spends in Santa Paula is divided into two parts. In the morning the librarian visits the schools, and in the latter part of the afternoon the teachers visit the library. Various exhibits are placed there. The library pays no rent for the use of this room, which is donated by the Santa Paula Public Library.

The children's librarian also spends a day in Fillmore. On her way she stops at each school where she has shipments and talks to the teachers about their wants and tells stories to the children from time to time. One of the places she visits is the Briggs School. This is a school for English-speaking children and has a community library as well as a school library. The custodian has charge of textbooks and reading books, lends classroom libraries to the teachers, and maintains a central library for the whole school as well as the neighborhood. She is a woman of superior culture and is intensely interested in raising the standard of reading. She keeps the library in touch with the reading problem, the P.-T. A., and the classroom wants of the teacher.

At Fillmore, we have a school library in the largest school of the district. Teachers and

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by Gerald S. Craig, Assistant Professor of Natural Sciences at Teachers College, Columbia University, and Instructor in Science in the Horace Mann Elementary School, and a number of collaborators.

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The six books are as follows: *We Look About Us* (Craig and Burke); *Out of Doors* (Craig and Baldwin); *Our Wide, Wide World* (Craig and Baldwin); *The Earth and Living Things* (Craig and Hurley); *Learning About Our World* (Craig and Condry); *Our Earth and Its Story* (Craig and Johnson).

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pupils borrow from this. Our children's librarian visits once a week and holds two story hours. Through the courtesy of the District Superintendent, arrangements are made to allow the children who travel by bus to attend the story hours. Later on the same day, a story hour is held at the branch library for the town children. Our custodian at Fillmore is a member of the P.-T. A. and keeps us in close touch with the schools.

Another day, Friday, the children's librarian spends in Ojai. Here, by an arrangement of the school, the children from the country are taken over to the library by their teachers, and they take the bus home from the library. We have had the privilege of having Mrs. Thorne-Thomsen tell several stories. At the school in Ojai, a teacher has charge of the texts and classroom libraries. The Nordhoff school district covers two rural schools besides the two buildings in Ojai.

For the children of the Avenue School, we have a special story hour Saturday morning. Within the next two weeks, the fifth and sixth grades will visit the Ventura City Library for library instruction.

There are other large schools. Pleasant Valley is largely composed of Spanish-speaking children. As it is a demonstration school, we have made a special effort to have it unusually well stocked.

In Ventura City, the children's librarian of the city library, who is under the direction of the county children's librarian, has organized three community branches and four weekly story hours in the schools.

The main deposit of texts and general books for the county is at the Ventura Library. Near the charging desk is a magazine rack with teachers' professional periodicals, shelves of special books, as for Washington's birthday, books recommended by the supervisors, and two bulletin boards — one for the county teachers and one for the city. The teachers' library is near by. The State Library has supplemented our work with the teachers in many helpful loans.

In the Ventura County schools we have been working for several years upon a system for awarding certificates for good reading to all children who read eight books. The teachers listen to the book reviews and hand us the names of the pupils with the books read. The P.-T. A. at Saticoy has taken this up. Mrs. Ree, the head of the committee, hears book reviews.

Mrs. Ree has also organized the bringing in of the children to visit the library and to receive library instruction. The P.-T. A. has furnished transportation. She also has helped us organize a story hour. Our two branches at Saticoy have custodians who are P.-T. A. members. This P.-T. A. has made picture scrapbooks out of Christmas cards and discarded books for the Mexican children.

The county library staff also visits schools, P.-T. A. meetings, rural school meetings, and other school gatherings to keep in touch with school wants.

Service is also given to high schools. We have a different relation with each high school in the county. We supply only service to the junior college and the junior high school in Ventura City, though we organized the one library that started these two and administered it up to the time we handed it over to the trained school librarians. We do a great deal of reference work with the students after school and in the evenings, and have a special intermediate collection for high school boys and girls. In the other high schools we buy, catalogue, and arrange the books and their administration. We borrow from the State Library for special reference work.

These details give no idea of the pleasant intercourse between the teachers and the library, of the distribution of debate material, oration material, of eisteddfod, and of fair literature and the discussion about lists for reading.

The county fair has been a factor in promoting coöperation between the P.-T. A. and the schools and the library. For several years the county librarian has had charge of the school exhibit of both high and elementary schools and has met teachers, parents, and children in its informal atmosphere.

Other ways in which we keep in touch with the schools is by sending letters to the clerks each year, in which we make a report of the library expenditures for their respective school districts; by sending letters to the teachers in the spring, in which we ask for their orders for the coming year and give them a list of books charged to them, so that they may be able to give us an accounting of them; by receptions and teas whenever possible; by personal greeting cards at Christmas and institute; by sending out suggestions for reading in the shape of printed lists; and by as wide a keeping of Book Week as possible.

In summing up, I think we lay emphasis upon the reading of good books and an introduction to these by talks, story-telling, and exhibitions. Another point which we stress is the careful record of money spent. Then, by visiting, we keep in sympathy with our schools. We also try to answer all requests as soon as possible. Yet, in spite of what we try to do, to those of us who know our county well, it does seem that we have only begun to explore the possibilities of children's work in the schools. We have too few books, too few assistants, and that ever-present lack of money that all libraries have.

State Librarian Talks to Alameda County Employees

THE ALAMEDA COUNTY Employees Association meets in Oakland twice a month to hear talks about the various county departments. On Wednesday, February 23, the Alameda County Library put on the program. Miss Mary Barmby, county librarian, presided. There were about seventy county employees present at the luncheon, which was followed by a talk by Mabel R. Gillis, State Librarian. Miss Gillis outlined the library history leading up to the establishment of county libraries and told something of county library work throughout the state. She attempted to show county library work in its widest aspects, so that the county employees would understand not only what was being done in their own county but the variations throughout the state due to differences in topography, population, etc. Miss Barmby had provided a county library map and a county library sign and had also prepared an outline of the work of the Alameda County Library. The following librarians from about the bay were present as guests: John B. Kaiser of the Oakland Public Library, Mrs. Elizabeth G. Potter of Mills College, and Susan T. Smith of the Berkeley Public Library.

FIFTEEN STUDENTS who are taking the course in librarianship at the San Jose State Teachers College spent Saturday forenoon, February 20, visiting the various sections of the State Library. They were accompanied by Miss Dora Smith and Miss Jeannette Vander Ploeg, two members of the faculty.

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For Younger Children

Kylle Kluk, by Lois Donaldson. Laidlaw Brothers, Chicago. Price. $2.
The adventures of a brave little chick, pictured by Lois Moe. Grades three and four.

Can You Answer It? Compiled by Nita Fikes. Oxford University Press, New York. Price 50 cents.
Jolly book of riddles. Grades three and four.

Little Henry and the Tiger, by Felicite LeFevre. Harper Brothers, New York. Price $1.50.
Little Henry has an exciting time in the jungle. Pictures by Erick Berry. Grades two and three.

Grandmother Tippytoe, by Lois Lenski. Frederick A. Stokes Company, New York. Price $2.
Amusing story of a dear old lady and her mischievous parrot. Grades three and four.

Butterfly Land, by Sibylle Olfers. Frederick A. Stokes Company, New York. Price $1.50.
There is information as well as beauty in this picture book. Text by Helen Dean Fish, Grades three and four.

Once There Was a Big Crocodile, by Margaret Reicher. Macmillan Company, New York. Price $1.50.
Three humorous animal tales from the German. Grades one and two.

My Blue Book, by Helen S. Read. Charles Scribner's Sons, New York. Price $2.
Pictures and text discribing the child's everyday world. Grades one and two.

Now and Then, by Janet Smalley. William Morrow Company, New York. Price $1.75.
Picture story of the United States. Grades two to four.

Dick and Tom, by Mark Van Doren. Macmillan Company, New York. Price $2.
Two boys and their ponies have fine times on the farm. Grades three and four.

For the Middle Age

Lazaro in the Pueblos, by Cornelia J. Cannon. Houghton, Mifflin Company, Boston. Price $2.
Adventures of a young lad who joins a Spanish expedition against the Indians. Grades five to seven.

The Queen of the Pirate Isle, by Bret Harte. Frederick Warne & Co., New York. Price $1.50.
Three children playing pirates. A reissue with Kate Greenaway pictures. Grades five and six.

My Caravan, by Eulalie Grover. Laidlaw Brothers, Chicago. Price $1.
Works of leading poets, old and new. Grades four to six.

The Other Side of the Mountain, by May Justus. Doubleday, Doran & Co., Garden City, N. Y. Price $1.50.
The interesting life of a little Tennessee mountain girl. Grades four to six.

From the Horn of the Moon, by Arthur Mason. Doubleday, Doran & Co., Garden City, N. Y. Price $2.50.
Delightful Irish fairy tale about the wee men of the bog. Grades five and six.

Building a House in Sweden, by Marjorie Cantley. Macmillan Company, New York. Price $1.75.
A happy Swedish family needs a new house, so they build it themselves. Grades four and five.

The Old Nurse's Stocking Basket, by Eleanor Farjeon. Frederick A. Stokes Company, New York. Price $1.75.
Amazing tales from many countries, which the old nurse tells the children. Grades four to six.

The Iron Horse, by Adele G. Nathan and Margaret S. Ernst. Alfred Knopf Company, New York. Price $2.
Picture book of locomotives, with many fine photographs and brief descriptive text. Grades four to six.

When Abigail Was Seven, by Eliza O. White. Houghton, Mifflin Company, Boston. Price $2.
Home life and play of a little girl of long ago. Grades four to six.

For Older Boys and Girls

Lost, Strayed, or Stolen, by Marion Ashmore. Charles Scribner's Sons, New York. Price $2.
Very appealing dog story with Cecil Aldin pictures. Grades six to eight and high school.

Son of the Whiteman, by Herbert Best. Doubleday, Doran & Co., Garden City, N. Y. Price $2.
An American boy is the hero of this lively African adventure story. Grades six to eight.

The Merry Monarch's Wards, by Aline Havard. D. Appleton & Co., New York. Price $2.50.
The adventures that befell two English children who join their father in America. Grades six to eight.

Bernt Balchen, by John Lawrence. Brewer, Warren Company, New York. Price $1.75.
Story of the boyhood and manhood of a great flyer. Grades six to eight and high school.

Out of the Flame, by Eloise Lownsbery. Longmans, Green & Co., New York. Price $2.50.
Vivid historic narrative of the days of early France. Grade eight and high school.

Painted Moccasin, by Carl Moon. Frederick A. Stokes Company, New York. Price $2.50.
Fine story of the adventures of a Pueblo Indian youth. Grades six to eight and high school.

Stories of the States, by Nellie V. Sanchez. T. Y. Crowell Company, New York. Price $2.50.
Tells many interesting facts about all the states. High school.

Señor Zero, by Henry Justin Smith. Harcourt, Brace & Co., New York. Price $2.50.
Tells the remarkable legendary story of a boy stowaway on Columbus's ship. Grade eight and high school.

High Adventurers, by Mary R. Parkman. Century Company, New York. Price $2.
The lives of the great of today and yesterday. Grades seven and eight and high school.

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BOOK REVIEWS

I HAVE enjoyed looking over "Health Through Projects," written by G. D. Brock and published by A. S. Barnes & Co. The price of the book is $2. It contains 268 pages and twenty-seven illustrations, which are almost all charts and graphs. The book contains twenty-eight projects which offer to the teacher practical and tested methods by which sound principles of health can be effectively taught.

To quote from the introduction, the author says: "Teaching health projects is an effort to break away from formalism into hygiene and health, to the end that pupils will work at real and everyday life situations and activities."

The part of the book that seems to me especially striking is the principles to be found on pages 38, 39, and 40, in which are given hundreds of terms for self-analysis and for analysis of others.—WALLING CORWIN.

LELAND STANFORD, War Governor, Railroad Builder, and Founder of Stanford University, by George T. Clark. Published by Stanford University Press. Price $4, for sale at bookstores. George T. Clark, director emeritus of Stanford, has made a genuine worthwhile contribution to the historical literature of the West in his "Leland Stanford." It is a volume of 490 pages, six by nine, printed in clear, readable type, with twenty-four interesting illustrations. The chapters on Stanford's ancestry and youth are written so as to give real human interest. The chapter on his school days includes his authentic letters to his brothers. They are excellent features of the chapter. The chapters Keeping Store, War Governor, Railroad and Politics, U. S. Senate, Stanford University, etc., are well written and give a clear and definite interpretation of Stanford. George T. Clark deserves credit for writing so valuable a book, and the Stanford Press for publishing it.

CHANGING GOVERNMENTS AND CHANGING CULTURES, the World's March Toward Democracy, by Harold Rugg, professor of education, Teachers College, Columbia University. Ginn & Co., publishers. Six hundred and ninety-nine pages, size 6 by 9. Price $2. This epoch-making book is a part of the "Rugg Social Science Series." It represents monumental work—new material, new classification, new organization, new illustrations, and the entire breaking away from the former type of textbook. The Rugg books are gradually supplanting the old type of geography, civics, and history, and combining them under social science. This tremendous contribution to the art of thinking and the art of memorizing will create a great change in the manner of mental approach by the junior high school students to the problems of life as well as of education.

YOUR SPEECH, by Edwin A. Kane. Book One, "Preliminary Training." Published by Doubleday, Doran & Co. Price 80 cents. The contents of this book are divided into captions—the first is "The Study of Speech"; second, "Conscious Attention to Speech"; third, "The Conscious Eye"; fourth, "The Critical Ear"; and fifth, "Control of Voice."

THE MYTH OF RUGGED AMERICAN INDIVIDUALISM, by Charles A. Beard. Published by the John Day Company. Price 25 cents. MR. HOOVER'S ECONOMIC POLICY, by Rexford Guy Tugwell. Price 25 cents. Published by the John Day Company. The John Day pamphlets are launched in the belief that the present times demand this swift and terse medium for expressing urgent ideas.

RIVERSIDE LITERATURE SERIES — "Stories about George Washington," by Frances Jenkins Olcott, with a selection of famous poems. Published by Houghton Mifflin Company. Price 28 cents.

LINOLEUM BLOCK PRINTING FOR THE AMATEUR, by Lyle B. Yeaton. Published by the Yeaton Press of New York and Los Angeles, Cal. Illustrated. Price $2. This book is being enthusiastically received by libraries and schools. It is for the beginner in block printing and it gives complete detailed instructions.

COLUMBIA THEATER

THE DRAMATIC EDITOR of the Sunday *Examiner* of March 13 had a delightful reminiscent story of the old theatrical days as recalled by J. J. Gottlob, who is the manager of the Columbia Theater. The names of Al Hajmar, M. B. Leavitt, Charles Frohman, and others were recalled. In speaking of the past and present, he said: "This is the big year for the return of the road show. It was Jarrat and Palmer who sent a special train across the country, the first in history, to bring the production of 'Henry V' to the Baldwin. A special train of seven cars will bring the Walter Hampden production of 'Cyrano de Bergerac.' And the musical show 'Lucky Day' will play eastward from here and into New York after the Columbia engagement. Other road shows scheduled are Maude Adams and Otis Skinner in the 'Merchant of Venice,' Earl Carroll's 'Vanities,' 'The Green Pastures,' and the New York Theater Guild production of Eugene O'Neill's 'Mourning Becomes Electra'."

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WESTERN SCHOOL NEWS

Caroline Swope of the Swope School has sent out the announcement for her summer school for 1932. The Southern session will be held at Long Beach, Washington School Building, June 27 to July 15, and the Northern session at Santa Cruz High School Building, July 25 to August 15. Included in the faculty are Ellen B. Sullivan, Ph.D.; Madiline Veverka, Ph.D., University of Prague; Mrs. Lorraine Sherer, director of curriculum, Los Angeles County schools; Mrs. Ethel S. Ward, general rural supervisor, Shasta County; and experts in art, penmanship, physical education, story-telling, and speech, music, etc.

Madiline Veverka, who is head supervisor of the kindergarten and primary department, Los Angeles city school system, has recently enriched her experience by a year of observation of schools in Europe, and her work in the primary grades in the Los Angeles city schools has been so outstanding as to place her in the front rank of the kindergarten and primary supervisors not only of this country, but of Europe as well. It is fortunate that Miss Swope is able to give an opportunity to the teachers of the Western states to study with her at her two summer schools. If you wish a circular of the school, write Miss Caroline Swope, 837 Linden Avenue, Long Beach, Cal.

UNDERNOURISHED CHILDREN

The Oakland schools are using football profits for a purpose, with which even the most rabid antifootball people cannot quarrel. Over $4800 was divided this year among some forty or more schools, to be spent on milk for the undernourished children who could not afford to purchase it. A sum is raised for this purpose each year through the East Side–West Side football game. All the schools of Oakland, their friends and relatives, turn out to see the game, which this year was held on the twentieth of November, being played in the California Stadium with an audience of twenty thousand people. Picked players from the eight Oakland high school teams were divided—those on the east side of Lake Merritt playing against those from the west side. Feeling runs high, and the youngsters are about as enthusiastic over selling tickets in a good cause as they are in upholding the football honors of their side of the lake.

To Teachers

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Over 37,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aim**
   C. T. A. works to rove school conditions. It protects educational interests. It sponsors f· rable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities, shown on the above graph, and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News*.
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership August 1, 1931, was 37,680.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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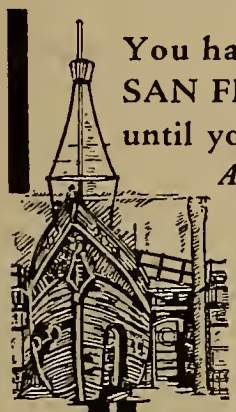

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APRIL, 1932

THE WESTERN JOURNAL of EDUCATION

News and Comments -- By Harr Wagner

R. E. Rutledge's Remarkable Speech at Los Angeles Convention of High School Principals

The high spots included a plea for the elimination of all waste. He discussed the teacher load, curriculum changes, extra curricular activities, school annuals abandoned, saving on supplies, less expensive supplies, utilization of plant, maintenance, water bills, student help, problem of salaries, adequate salaries, living standards, family must economize, competition with tradesmen. Doctor Rutledge applies common sense to all the school problems, and with remarkable clearness advocates a new economic program. In closing he said:

In all of our studies of possible economies there are three facts of major importance that should not be lost sight of:

1—The school is a social service agency. In times like these it is faced with an increased demand. Pupils who cannot secure employment return to the school. Parents who have been able to provide for many of the educational needs of their children are no longer able to do so, and look to the public school to supply them. The increased burden of the school is comparable to the increase in demand on the Associated Charities and other welfare agencies. In every community, despite the depression, the public has rightly increased the budgets of these welfare agencies, and it should take a similar attitude toward the public school system.

2—Business statisticians are in agreement that by October of this year perceptible improvement in business conditions will be felt.

3—The public school system is an institution of permanent character. The staff members employed this year cannot be discharged at will, but should be employed with a view to their becoming permanent members of the staff.

Whatever of waste and inefficiency has crept into the schools should be eliminated at once, although it should not have required a depression to force us to see it. Where communities are unable to support the kind of educational program which they desire, retrenchments should be made along the lines discussed in the literature of school economies by able thinkers in the field of school administration; the communities, themselves, should be made cognizant of the fact that some of the decreases in cost are not desirable and should be discontinued when the community is able to support a better program. The secondary school must be maintained as an integral part of the educational system of every community.

California High School Principals' Convention of 1932

The California High School Principals' Convention convened at the Ambassador Hotel in Los Angeles March 21–25. It was notable in that it was the first high school principals' convention ever to be held in Los Angeles. It was a convention strictly attuned to the times. Economics of school administration in session and lobby dominated all discussion. Vierling Kersey, State Superintendent of Public Instruction of California, in his opening address gave a summary of plans for carrying on. Doctor R. E. Rutledge of the Oakland Public Schools read the paper that was considered the outstanding feature of the whole convention. This paper in detail gave a specific enumeration of plans and evaluation of plans for school retrenchment. The paper was judged so valuable that it was printed in full in the convention daily. General sessions and conference sessions were the modes of procedure. Nicholas Ricciardi, State Director of City Secondary Schools, H. A. Spindt, principal of the Bakersfield High School, and president of the principals' association, A. R. Clifton, County Superintendent of Los Angeles County Schools, C. L. Geer, Superintendent and principal of the Coalinga High School, Frank A. Bouelle, Superintendent of Los Angeles City Schools, Arthur Gould, Assistant Superintendent of Los Angeles City Schools in charge of secondary education, were just a few of the leading figures present at the convention. The address of Doctor Robert A. Millikan of California Institute of Technology at the banquet of the principals' association was considered one of the high lights of the entire week. The smooth running of the convention was aided greatly by the efficient and courteous aid of members of the Los Angeles City Secondary Principals' Association.

The Passing of Minnie O'Neil

Mrs. Minnie R. O'Neil, Assistant Superintendent of Sacramento City Schools, died recently at the age of seventy-one. Mrs. O'Neil was for many years Superintendent of the County Schools of Sacramento. She reared and educated a large family and was a devoted mother, a gracious friend, and an efficient educator and public school official. Many hundreds of the young men and young women in the social, business, and professional world of Sacramento County remember her splendid service as a teacher and administrator.

Public School Education Week

Doctor C. N. Thomas, the well-known lecturer, in a recent address before the annual principals' convention at the Ambassador Hotel, Los Angeles, March 23, said:

Never in the history of our state was it more important to make School Week this year a distinctive success in our state. In my judgment it is important to try and reach the parents of children who are not native born and thus develop a closer contact with these groups in our educational program. It is not necessary for me to tell you that the key to a successful School

[Continued on Page Eight]

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Sharkey Oil Control Act

ELECTION MAY 3rd

A CRISIS!

California's great oil industry, the basic and largest industry in the State, faces demoralization.

Already fifty-two companies, with aggregate liabilities of $82,000,000, are in the hands of receivers, with consequent loss to thousands upon thousands of stockholders.

What is responsible for this condition? Over-production!

California can produce twice as much oil as can possibly be used.

Oil operators representing 90% of the oil lands of California, recognizing this fact, have sought to balance production with consumption.

The selfish 10%, who consider only their own interests, regardless of the harm it may do their neighbors and the people of California, oppose proration of any kind and are seeking to mislead the voters with false propaganda.

Hundreds of Independent Producers consider the Sharkey Oil Stabilization Act their only hope and ask for your support.

The Sharkey Act will allow every operator—big or little—to produce his share of the quantity of oil which can be used. And the act says "without discrimination"!

A board of six—one of whom is the Supervisor of Oil and Gas, a state official—administers the Act.

Five commissioners are elected by the oil producing companies of the State. One commissioner is elected from each of the five oil districts. Each producing company, regardless of the size of its holding, has but one vote in the election of the district commissioner. That is fair to all.

The duties of the Commission are to ascertain the amount of oil necessary to meet the demand, and to apportion this amount among ALL the oil wells of the State equitably, "without discrimination."

PEOPLE'S SAFEGUARD

The act provides that no order of the commission shall become valid until the Director of Natural Resources of the State—another representative of the people—approves the order.

Adoption of the Sharkey Act will also tend to PREVENT MOUNTING PRICES OF GASOLINE and other petroleum products.

Four other oil producing states have adopted production curtailment statutes similar to this act.

In every case they have worked successfully and for the protection of the independent producers as a competitive factor.

The Sharkey Act was passed by the last Legislature and approved by Governor Rolph. It is endorsed by chambers of commerce, labor, and business and other organizations throughout the State.

Read the act for yourself and—

Vote YES --- Proposition #1

ELECTION MAY 3rd

CALIFORNIA OIL AND GAS ASSOCIATION

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THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools.

VOL. XXXVIII, No. 4 | SAN FRANCISCO, APRIL, 1932 | PRICE 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

THE HYSTERIA of retrenchment has hit California schools.

WITH CALIFORNIA, as a result of unprecedented rains and snows upon the mountains during the past months, presenting to the eye the most gorgeous springtime of recent years, with hill and vale covered with flowers and with orange orchards a mass of fragrant bloom, with home gardens filled to overflowing with myriads of blossoms of all hues of the rainbow, with traffic of new cars never greater, pessimism rules.

MARCH 20, eleven hundred teachers took the examinations for teaching positions in the Los Angeles city, elementary, and junior high schools given by the Los Angeles Board of Education.

PERHAPS the present plans of retrenchment will be valuable educationally. The supervisory overhead in many instances in California has been top-heavy. Some sanity in that viewpoint is being shown. Henceforth, the teacher is to be allowed some latitude in her teaching job, and the principal of her school is to be allowed some direction of the curricular activities of his school. In many of our schools the work of a principal has been relegated to that of a glorified office boy with time taken up in petty details of discipline.

THE TENDENCY is to maintain teachers' salaries. Reduction of budget costs come with the elimination of excessive supervisory forces, the enlargement of the teaching load, and the paring off of educational departments, whose effect upon the teaching situation is so ephemeral that it takes much study to see any actual value in them.

AT THE YEARLY MEETING of the California Taxpayers' Association in Los Angeles recently, the report of progress made was interesting. The only progress reported was the reduction of school costs of certain school districts. One wondered if the efforts of the California Taxpayers' Association was solely that of attacking our school structure. We admit that there is remedy for improvement in regard to eliminating high expenditures in many of our school systems, but we would like also to see the same pressure made to reduce the costs of municipal, county, and state government.

THE PASADENA city schools under Superintendent John A. Sexson and Assistant Superintendent George H. Meredith, who is in direct charge of secondary education in that city, have made much educational advancement. The 6-4-4 plan has worked out better than was anticipated. The Pasadena Junior College has reached an enrollment of three thousand six hundred students. The junior high schools have been made a real living democracy. The elementary schools under the direction of Miss Nancy Gertrude Milligan, elementary supervisor, have kept up with the trend of the times.

PERCY DAVIS, Superintendent of Schools of Santa Ana, with three years of his contract to run, has resigned to accept the superintendency of Santa Monica. Mr. Davis will enter upon his new position July 1. The newspaper report is that the position will pay $8200. At present writing the superintendency at Santa Ana has not been filled.

CALIFORNIA is so much better off than the rest of the United States that relatively we should feel prosperous. But hysteria is rampant.

DANIEL S. PRESNALL is ending his seventh year as District Superintendent of the Bellflower Schools. In that time he has seen his system increase to four schools with an enrollment of fourteen hundred pupils taught by forty-five teachers. At a cost of some $10,000, two schools will receive an addition of two rooms each this summer. The most outstanding achievement of this school year has been the health program that has been carried on under the direction of Mrs. Lavina Mayer, the school nurse. Certain groups of undernourished children have received additional food and given rest periods. The feeding of children of destitute parents has been carried out. A chest clinic sponsored by the Los Angeles County Health Department has been opened in Bellflower in coöperation with the schools. A baby welfare conference has been formed for preschool age children. This conference is for a group of mothers of well children who are given advice on how to keep their infants in continued health. If sickness comes, the mothers then are referred to their own physicians. Correction of physical defects among the pupils is done. The program followed by Mrs. Mayer covers these procedures: A doctor's physical examination, posture training, nutrition, rest, correction of physical defects, and follow-up.

SUPERINTENDENT GEORGE C. BUSH of South Pasadena several years ago built one of the most beautiful junior high schools in Southern California. His selection as principal of the school fell upon G. Derwood Baker who had grown up in Pasadena and had attended Columbia University to secure degrees and prepare himself for junior high school work. The judgment of Superintendent Bush as to Mr. Baker's abilities has been sustained in many ways. The South Pasadena junior high school is rated most highly in its educational work. Mr. Baker has been for several summers lecturer upon junior high school problems at Western institutional summer sessions. The following honor has been accorded Mr. Baker in the announcement which has just been made by the American Committee on International Education, representing the New Educational Fellowship, the Progressive Education Association, and affili-

ated organizations for the conference in Nice, France, July 29 to August 12, 1932, that a tour of progressive schools of Europe will be made under the leadership of G. Derwood Baker, principal of the South Pasadena junior high school, South Pasadena, Cal. Mr. Baker will have as his assistant in this work a California educator, Harold Dail. The tour, including all expenses from California and seven weeks on the Continent, will not exceed $700 in cost. Those interested in combining a study of European education with a delightful summer vacation tour are invited to communicate with Mr. Baker at South Pasadena, Cal.

UNDER THE DIRECTION of Miss Ada York, Superintendent of San Diego County schools, William P. Lodge, architect, is planning an attractive new building for Campo.

C. K. VOORHEES is compiling for Miss Ada York, Superintendent of San Diego County Schools, data in regard to all school properties in San Diego County. This is the first time this work has been done in San Diego County. The detail involved calls for a three-month job. Titles are searched, and description is given of each property owned by the school districts. The material is to be so collected that it will be readily accessible for reference. This data after completion will be kept up to date by having any other accessions to school districts hereafter recorded immediately upon purchase.

JAMES E. POTTER, principal of the Fallbrook Union High School, administers one of the most progressive rural high schools in California. The shop and laboratory projects carried out in this school have caused much favorable comment. The Fallbrook high school grounds are most attractive. Palm trees and avocado trees dominate. Of avocados there are many varieties, and the sale of the fruits of these trees has been such as to bring quite an income to the school.

THE RIVERSIDE city schools under Ira C. Landis, Superintendent, for the first time have passed the ten thousand enrollment mark. The increase this past year was over five hundred students. A $25,000 addition to the junior college is contemplated for this summer. Superintendent Landis is holding the Riverside system on level keel. There will be no great depression slashes, as the Riverside system always has been run economically and has never run to excesses.

R. L. SPAUGH, principal of the Olive Grammar School, is head of a committee of Orange County teachers who will make a new nature course of study this summer.

THE THIRD ANNUAL CONFERENCE of the Northern California Council for the Education of Exceptional Children will be held at Mills College April 16, 1932. Mary M. Fitzgerald, chairman of the publicity committee, has devoted much time to this worthy cause, and has accomplished much in the way of consideration of the exceptional child. Mills College is a most attractive place to hold such a meeting. All interested are urged to attend.

GLEN D. WIGHT, District Superintendent of the Corona Schools, has just completed a program of schoolhouse construction in which $55,000 was spent upon the high school plant and $30,000 upon elementary school buildings. The high school improvements include the building of a wing that houses a delightful library room, designed with beauty and utility in mind. Another addition has been a cafeteria and study hall. The cafeteria kitchen is most up to date and the study hall is used both as a dining-hall and study hall. The use of tile and decorations in this room is most attractive. Food odors are removed by forced ventilation. The gymnasium, also, was increased in size. The Corona system now enrolls twenty-two hundred children, an increase of 240 over last year.

SANTA CRUZ CITY SCHOOLS

THE SANTA CRUZ city school department, of which Ray Holbrook is Superintendent, has moved into new administration quarters in a building on the old Mission Hill school site. This school site has an interesting history. It was donated for a school by an aged negro named Louden Nelson, in 1859, and has been maintained as a school ever since, with the exception of one year. It is just across from the site of the old Santa Cruz Mission. With the completion of the new Mission Hill Junior High School on a new site, and also the Laurel and Gault elementary schools, a number of bungalows were left. These were moved to the original Mission Hill site and rebuilt for an administration center, which for the past twelve years had been in the City Hall. The new center contains the Superintendent's offices, Board of Education rooms, which include rooms for secretaries, supervisors, and nurse, and rooms for supervisors of cafeterias, busses, and oil service. Two buildings are used for special and opportunity classes.

The entire plant is now called the Plaza School and Administration Buildings. The name Plaza comes from the old Plaza laid out in the early days beside the mission. Mission Hill is a sightly spot looking out over the lovely Santa Cruz Bay. This is the first year of the establishment of a junior high school program in the Santa Cruz system. Mr. Holbrook reports that it is going over splendidly. Mission Hill Junior High School is the new building—beautiful and modern. Miss Vesta Vail is the principal. The Branciforte Junior High School, while not so new, is a splendid building and lends itself well to the junior high school program. Carroll L. Scott is the principal. The new Laurel elementary school is a lovely building, of which Miss Mary E. Morgan is principal. Miss Morgan is active in both city and county schools, being a member of the County Board of Education as well as a city school principal. The other new school is the Gault elementary school, of which Edith E. Fikes is principal. The Santa Cruz city schools are heading constantly toward improvement. Superintendent Holbrook is enthusiastic over the progress made both in buildings and in the junior high school program.

SIERRA SUMMER SCHOOL

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Held at

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June 27—August 5, 1932

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Dean of Summer Session
State Teachers College
Fresno, California

STATE BOARD OF EDUCATION

The California State Board of Education met in regular quarterly session, in conjunction with the annual joint meeting with the State Teachers College presidents, in the City of Santa Barbara, March 17, 18, and 19.

The meeting was called to order by Superintendent Kersey, in accordance with the provisions of School Code section 2.1374, and the following new members were seated: R. E. Golway, Sacramento; Doctor Lewis P. Crutcher, Long Beach; and Miss Alice H. Dougherty, Oakland. C. L. McLane was reëlected as president, and Gordon Gray was reëlected as vice president. The members present were: Allen T. Archer, E. P. Clarke, L. P. Crutcher, Alice H. Dougherty, Gordon Gray, R. E. Golway, William H. Hanlon, Daniel C. Murphy. Absent: C. L. McLane and Mrs. Amy S. Steinhart.

The primary reason for meeting in Santa Barbara was to give the members of the board an opportunity to inspect the new site for the Santa Barbara State Teachers College, as well as to visit the institution.

President Phelps of the Santa Barbara State Teachers College extended a cordial welcome to the members of the board, and courtesies received from President Phelps and his faculty included a visit to the college, at which time the student body was addressed by Vierling Kersey, Director of Education, and a picnic supper was held at the new site.

The State Board of Education was also welcomed to the city of Santa Barbara by the school officials of the City and County of Santa Barbara, and invited to visit their schools.

On the afternoon of March 17, the deal was consummated whereby the purchase price of $75,000 was paid over for the new site for the Santa Barbara State Teachers College.

Appreciation was expressed by the Director of Education of the public service performed by Colonel Leadbetter in making this valuable site available for the location of the State Teachers College at the nominal sum paid.

In accordance with the provisions of section 5.25 of the School Code, the board met in joint session with the presidents of the state teachers' colleges. All the presidents were in attendance as follows: Arthur S. Gist, Humboldt State Teachers College, Arcata; A. J. Hamilton, Chico; F. W. Thomas, Fresno; E. L. Hardy, San Diego; A. C. Roberts, San Francisco; T. W. MacQuarrie, San Jose; C. L. Phelps, Santa Barbara. Andrew P. Hill of the State Department of Education was introduced by the Director of Education as his deputy, administratively responsible for representing the Director of Education in those responsibilities stipulated in the law, and as a correlator of teachers' college activities.

Doctor E. L. Hardy reviewed the development of our teachers colleges, tracing the effects on enrollment of the two, three, and four-year training periods and changes in subject-matter.

Doctor Frank W. Thomas reviewed the matter of certification, calling attention to the large number of special certificates issued under the present arrangement, the need for specialization included with a generalized certificate, and a complete revision of certification standards.

Doctor A. C. Roberts discussed entrance requirement problems. He stated that in spite of the fact that entrance has been made increasingly difficult, their enrollments have continued to grow. The present requirement of a passing grade in twelve high school subjects is felt to be satisfactory.

Doctor C. L. Phelps discussed graduation requirements. The inevitable need for a five-year course to put teachers on a professional training basis was stressed.

The joint meeting adjourned and the State Board of Education met in regular session.

The following committee appointments were made: Textbooks—Mr. Murphy, Mr. Hanlon, Mr. Archer. Retirement Salary—Mr. Clarke, Miss Dougherty, Mr. Golway. Vocational Education — Doctor Crutcher, Mr. Archer, Mrs. Steinhart. Committee on Preliminary Investigation of Charges — Mr. Archer, Mr. Clarke, Mr. Gray.

The following appointments to presidencies of the state

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teachers' colleges by the Director of Education were approved: A. J. Hamilton, Chico; Arthur S. Gist, Humboldt, Arcata; F. W. Thomas, Fresno; Edward L. Hardy, San Diego; A. C. Roberts, San Francisco; T. W. MacQuarrie, San Jose; C. L. Phelps, Santa Barbara.

The following appointments as principals of special schools by the Director of Education were approved: R. J. French, California School for the Blind, Berkeley; Elwood A. Stevenson, California School for the Deaf, Berkeley; B. R. Crandall, California Polytechnic School, San Luis Obispo.

The matter of textbook contracts which will expire June 30, 1932, was referred to the secretary, with power to act, including power to enter upon new contracts or exercise options on original contracts, in accord with prices and conditions finally agreed upon by the secretary and publishing concerns.

The following books were recommended for readoption: Sheridan Language Series, "Speaking and Writing English," by Sheridan, Kleiser, and Mathews, for the fourth, fifth and sixth grades, published by Benj. H. Sanborn & Co.; "McFadden English Series," by Effie B. McFadden, for the seventh and eighth grades, published by Rand, McNally & Co.

It was recommended that the following books be not readopted, for a four-year period; however, the secretary was authorized to enter into contracts with the respective publishers, authorizing the distribution of such books as may be on hand June 30, 1932, in terms of price agreement to be reached by the secretary and the publishers: "A Beginner's History," by Wm. H. Mace, Rand, McNally & Co.; "Advanced History" (2nd Rev. Ed.), "History of the American People," by Beard and Bagley, The Macmillan Company; Geographical Reader, "Journeys in Distant Lands," by Barrows and Parker, Silver, Burdett & Co.; "Primer Physiology," by John W. Ritchie, World Book Company; Handwriting, Books One to Six, "Freeman's Correlated Handwriting," Zaner & Bloser Company.

The revised agreement to be entered into between the Federal Board for Vocational Education and the State Board of Education relating to the California plan for vocational education for the period 1932–1937 was approved.

The board approved recommendations for revision of the rules and regulations of the State Board of Education relative to secondary school programs of study, covering junior college, section XII; high school and junior high school, section XIII; certificate form for use in the granting of the title associate of arts upon the completion of the two-year junior college curriculum; and a certificate form for use as a certificate of completion of a special course of study or curriculum of junior college grade requiring less than two years to complete.

By unanimous roll call vote upon motion by Doctor Crutcher and seconded by Mr. Golway, in view of all the conditions that were presented in the recommendations of the various agencies of the board, the "Triangle Arithmetic Series" was adopted and the secretary and president were authorized to enter into a contract with the John C. Winston Company for these books.

The date of the next quarterly meeting was fixed for June 24, 25, and 26. The place at which the board will meet will be determined later.

The textbook committee was authorized to delegate one of its members to appear before the California Curriculum Commission at its next meeting and extend to its members the courtesy of reviewing the proceedings in connection with the adoption of the arithmetic texts.

The teachers' retirement board reported the following annuitants approved for retirement. Their respective years of teaching experience are indicated following their names: Susan Luella Anderson, Banning, 30; Mrs. Abbie Elizabeth Taylor Barrett, Hornbrook, 30; Mrs. Eleanor Elizabeth Ale Dickson, Oceanside, 30; Albert Leo Dornberger, San Jose, 30; Mrs. Mary Madden Fitz-Gerald, San Francisco, 30; Leander Good, Berkeley, 30; Alfred Higgins, Orange, 30; Inez Metzger, Los Angeles, 30; Mrs. Anna May Carmichael Priest, Fresno, 30; Mrs. Rowena Smith Vaughan, Sanger, 30; Doctor Margaret Wythe, Los Angeles, 30; Maud Murden Prior, Mountain View, 27.

Respectfully submitted, V. KERSEY, *Secretary.*

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CONTRA COSTA COUNTY SCHOOLS

Contra Costa County, under the able leadership of Superintendent William H. Hanlon, is working toward a new development in his county in the matter of getting the best and the most for the money in new school buildings. New schools are inevitable with the constant increase in population in the state; but much money has been spent, and boards of education have not always received for it what they thought they were going to. Contra Costa County during the building of the Antioch and Pittsburg schools had a man employed who represented the school department and who checked plans to see that they were really adequate to school needs, and who further saw to it that in the process of building the specifications were carried out. The management was so successful that this same man is employed by the county board of supervisors to superintend the building of the new Hall of Records.

The idea began with Superintendent Walter Helms in the building of the Richmond Union High School, with such good results that Superintendent Hanlon, after experimenting with the Antioch and Pittsburg schools, feels that eventually the establishment of a superintendent of maintenance and construction will work toward a more efficient and economic handling of the problems involved in keeping the school children of the county adequately housed.

Physical education for boys and girls was introduced in the county schools in 1930. Mrs. Lucile Read and Morris Roach are the supervisors.

Superintendent Hanlon began a testing problem about twelve years ago, beginning with the separate mental tests and using the newer tests as they were developed. At present the Stanford achievement tests are in use. The work is counseled by Professor G. M. Rugh and carried on under the direction of Robert J. White, Assistant Superintendent of Schools.

Course of study work is in the hands of teacher committees in elementary and junior high school units. Miss Grace Atchison, rural supervisor of the elementary schools, reports much enthusiasm and hard work on the part of the teachers making the studies. She also states that the primary unit has gone to press. Mr. White reports the junior high school English unit ready for press. Superintendent Hanlon some years ago made a very enlightening test of textbooks on the basis of interest element. Contra Costa County schools are always busy—the educational current moves forcibly through them and there is no stagnation even in the smallest school, and the "three R's" remain perfectly good solid rocks in the middle of the stream.

MEXICAN LIFE AND CULTURE

The Seventh Seminar in Mexico is scheduled to meet in Mexico City, July 3–23.

The Seminar in Mexico is a "coöperative study of Mexican life and culture." Its membership is open to people who have an interest in international relations and who have a genuine desire to understand the Mexican people. The three weeks' program of the seminar includes lectures, round table conferences, and field trips.

The lectures, given by authorities in Mexico, present various phases of Mexican life in the fields of education, art, international relations, economics, music, folklore, sociology, and government. Among the leaders who will lecture before the seminar are Moises Saenz, Carlos Chavez, Ramon Beteta, Diego Rivera, and Rafael Ramirez.

The round tables give small groups the opportunity to study and discuss some subject in their particular field of interest. The leaders and their subjects in this year's session include Judge Florence E. Allen on "International Relations," Doctor Ernest Gruening on "Economics," Count Rene d'Harnoncourt on "Arts and Crafts," Doctor Charles W. Hackett on the "History of Mexico," Miss Elizabeth Wallace on "Latin American Literature." Of special interest this year will be the round table on archeology lead by Doctor Frans Blom. Among other subjects, this group will study the recent discoveries made at Monte Alban, and at the close of the seminar a trip will be made to Oaxaca to study the pyramids themselves.

Field trips will be made to Puebla, Oaxtepec, Xochimilco, Cuautla, Cuernavaca, and Taxco, where members of the seminar will be guests at the *casa* of the committee. The object of these trips is to visualize the historical background, to see the schools at work, and to understand the indigenous culture of Mexico.

Mexico is an excellent place for a vacation. The summer is cool and the country affords many tempting opportunities.

Inquiries and applications should be addressed to Hubert C. Herring, Committee on Cultural Relations with Latin America, 112 East Nineteenth Street, New York City.

SANTA CRUZ COUNTY SCHOOLS

Miss Edna H. Young, County Superintendent of Schools in Santa Cruz County, reports an association of teachers of one-room rural schools in the county, which meets the last Saturday of each month. The president is Mrs. Daisy Thomas of the Alba District, and the secretary-treasurer is Mrs. Mary Wood of the San Andreas school. The idea originated with Mrs. Wood, and the group has developed into one of enthusiastic workers. Discussions at the meetings involve schoolroom procedure and subject matter, one of the spring meetings being devoted to hygiene, and exhibits are brought to the meetings. The Association was established in September at the institute. A dinner was given and the one-room teachers of the other counties of the central coast section were invited. Miss Young feels that distinct improvement in the one-room rural school will result from these meetings.

Santa Cruz County has been giving the Stanford achievement tests for the past three years, Superintendent Young having introduced them the year after she took office. As a result of the tests, the schools are evening up on chronological and educational age. Strict supervision has eliminated the differences in ages between boys and girls on entering high school, which showed up so pronouncedly when tests were first given. This was because the boys were kept out of school to work. Weakness in individual schools has improved.

In giving the Stanford achievement tests, Miss Young makes a point of general knowledge with the children, urging upon them the value of training their minds to retain general information and that in so doing they will stand high in the tests. The school work of the county is steadily improving.

E. E. Browell, principal of the Gilroy High School, and chairman of the investigation committee of the Santa Clara Teachers Association, has made a very valuable report on the salary trend in California. The reports of the various county superintendents and others make interesting reading. There is still a tendency to evade the question of a reduction of salary, and many superintendents continue to whistle to keep up appearance. It is difficult, indeed, to realize conditions when there is right at hand comfortable homes, plenty of good food, and a great supply of clothing. The report shows very few cities and towns where there is a flat decrease. Some places do not give the automatic increase provided, while a larger number of small country districts show an increase in the teacher's salary. Mr. Browell is to be congratulated in his report. It will help stabilize the teachers' salaries throughout the state.

George Berry, Superintendent of the Oakdale School System, introduced in January of this year a radio and public-address system. It provides a most efficient service for announcements, lectures, and entertainment. Mr. Berry can make announcements to the entire school system without getting the children together or taking children from rooms to send them about with notes. It is also time-saving for the music hours and lectures on the radio.

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609 Mission Street, San Francisco, Cal.

VOL. XXXVIII APRIL, 1932 No. 4

NEWS AND COMMENTS

[CONTINUED FROM PAGE ONE]

Week naturally must revolve around the children in the school showing exhibits of their work and they taking an important part in the program. It is, however, vital that at the main meeting an outstanding speaker who has the ability to put over a message on the value of our educational system be secured.

Three groups receive distinct benefit from School Week—First, the parents. When they see our fine youth in our schools they are unconsciously stirred with new faith in the coming generation. The second group are the children. To have the parents visit them in their school and interested in their daily task has a profound influence on the child. The third group that gets a reaction out of School Week, that is wholesome and far-reaching in their endeavors, are the teachers themselves.

Readjustment

THE READJUSTMENT of school budgets is here. Taxes are being reduced. Billions have disappeared from assessment rolls. School people are face to face with a condition, not a theory. The year 1932 will always be remembered for its financial losses in values. Incomes reduced, food, clothing, rent, and labor reductions everywhere. The San Francisco teachers are meeting the situation with the right spirit, and are making a gift of from 3 to 20 per cent of their yearly salary for the unemployed. The taxpayers, Board of Education, and administration will certainly remember the generous relief the teachers have made possible, and will see that in normal conditions the teachers' salaries will be maintained at a standard rate that justifies successful experience and professional service.

California Council

THE CALIFORNIA COUNCIL of the C. T. A. met at the Palace Hotel Saturday, April 9, 1932. Honorable Vierling Kersey, State Superintendent of Public Education, made an address discussing some of the problems of the state administration of the public schools.

Joseph Marr Gwinn, Superintendent of Schools of the City of San Francisco, and chairman of the Board of Directors, discussed the plans and achievements of the C. T. A., and in closing declined to serve as chairman for the coming year. Roy Cloud, the executive secretary, read the report showing that the association had a large financial surplus and that its membership reached the large total of thirty-eight thousand. The report showed that the various activities of the association were effective, and it was meeting present conditions in the financial and educational depression in a proper spirit. There was considerable discussion on various motions to submit a constitutional amendment providing that a state board of education be elected by the people and be given power to appoint a state superintendent of public instruction.

Superintendent Givens of Oakland was for immediate action. A. J. Cloud was for delay. The members of the council were quite evenly divided, but practically unanimous in favor of the principle of reorganization. The members also went on record in favor of coöperating with real estate and other associations in an improved tax system for the schools. W. E. Givens was elected president of the executive board, vice J. M. Gwinn, term expired. Walter Bachrodt of San Jose and John A. Sexson of Pasadena were elected new members of the Board of Directors.

SALINAS UNION HIGH SCHOOL has an attendance in the night school equal to last year, with only half the enrollment of last year. Miss Helen Ward, vice principal and head of the English department, believes this is due to the establishment of a fee of $1. Those who heretofore have enrolled and come for a night or two and dropped out will not enroll. Those who are in earnest and wish to learn will come regularly. A varied course is given which includes vocational courses, languages—French, Spanish, German, and Italian—psychology, choral, and books of today.

Melrowe Martin has been the progressive principal for the last two years of the high school and junior college, which comprise one of the finest school plants in the state.

HALF MOON BAY HIGH SCHOOL, in spite of hard times, was able to put a new coat of stucco on the building. Principal Barnett states an increase from one hundred students last year to 120 this year.

LIVERMORE UNION HIGH SCHOOL has been housed since May, 1929, in a splendid new building. A. F. Isensee, the principal, is a new man this year. He has been in California for the last six years, entering the schools as a teacher in the Martinez High School, going from that to the principalship of Nevada City High School, then to the Escalon High School, which he left to accept the position of principal at Livermore. Mr. Isensee comes into California from Oregon, where he was a high school principal for four years. He is a graduate of Purdue University, Indiana, and takes a master's degree from Stanford this summer.

MISS YNEZ CRAWFORD of San Mateo Public Library issued for the bicentennial year an attractive bulletin called "Books on the Period of George Washington." It includes lists of titles on biography, the flag, fiction, history, life of the times, art and antiques, and junior books. These lists were supplied to patrons of the library and to the schools. Miss Crawford works very closely with the schools and gives an excellent library service to both teachers and pupils.

THE MEMBERS of the Printers Board of Trade, San Francisco (Charles H. Williams, president), were the guests of the San Francisco Advertising Club at a luncheon in the Colonial Ballroom, St. Francis Hotel, on Wednesday, April 6. The program included a speech by Chester Rowell on "Printing, the Mother of Progress," and the awarding of cash prizes to high school students who were winners of the $100 donated by the Printers' Board of Trade for the best essays on Benjamin Franklin. Chester Rowell was in fine form, and delivered a great speech enriched by illustrations from classical lore and modern progress. Mr. Ireland, the secretary of the Printers Board of Trade, is to be congratulated on the efficient way in which the program was carried out.

LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

Library Service Given County Institutions by the Fresno County Free Library

By Miss Sarah E. McCardle,
Librarian, Fresno County Free Library

The county library service given to the people living and working in the institutions of a county cannot be estimated in dollars and cents but in the joy and happiness brought to them through that service.

In 1919 a branch was established in the county general hospital. Bookcases were built in the doctors' waiting-room and a number of books placed there. These books were taken care of by an assistant from the main library, who went to the hospital once a week, carrying books from ward to ward and from bed to bed, letting all patients who cared to read have books. After several months of rapidly increasing service, the library was moved into a small room in the upper hall of the hospital and a book truck added to the equipment. Books were loaded onto the truck and taken to each bedside. As patients realized the work was being carried on as a free service of the county library, the circulation of books quite exceeded expectations. The book truck then demonstrated its popularity even when the food truck was competing. It was soon found necessary to add two afternoons a week in order to fill the growing demand for books. We now have a collection of 1410 books and an average circulation of twelve hundred books a month in the main hospital. The requests that come from this branch are many and varied. Requests came in for foreign books—Greek, Spanish, German, Armenian, and French—and the Bible is always in demand. Sick people seem to be just as anxious to read biography, travel, and scientific books as do well people, and the per cent of non-fiction runs high. Service given in this branch ranges from picture books and scrapbooks for the tots not old enough to read, to books loaned by the State Library for the use of the blind. The State Library not only furnishes books for the blind, but also instruction in reading them is given whenever desired. Two assistants from the main library do this work, three times a week, and every ward is visited once and the men's ward twice a week, because there are so many more men patients to serve. Many magazines are used by the bed patients, and even foreign newspapers of their respective countries are borrowed for them when it is possible to get the papers. Just now a Chinese is being supplied with Chinese papers by the library assistant, who gets them from a little Chinese girl who is a patron and member of the international branch library in the foreign district of Fresno. In addition to this branch in the main hospital, books are also supplied to the tubercular wards and to the contagious wards. To these branches, only the best discarded books are sent, and they are taken care of by the patients themselves. An assistant from the main library goes through the tubercular wards once a month to see that patients are getting what they want and to take requests for any special books. If the request is reasonable and it is possible, we send any special books out to these patients. Magazines are also sent to these wards. That the work done at the County Hospital is greatly appreciated is best shown in the cooperation with the librarian of the entire hospital staff as well as the patients in taking care of the books.

A branch at the Old People's Home was established in October, 1919, and the real joy of library service is attained by the assistant who has charge of this branch. At first, bookcases were built in the basement of the home, but later a very nice recreational hall was built on the grounds and a small room fixed for the library in one end of the hall. An assistant from the main library goes to this branch two mornings a week. Inmates who are able to come are served at the library, but books are carried to the old people who are unable to leave the wards. They are most appreciative for the least thing done for them. For several years now the assistant has read aloud to these elderly "children." The first hour and a half is given to the circulation of books. The remaining time is spent in reading to the old people who are unable to read by themselves. At first it was difficult to decide upon what to read, as some wanted one book and some another. Finally all agreed upon the daily newspaper. Keen interest is shown in local news and world events and a large number gather to hear the reading of the paper. In cold and disagreeable weather a circle is formed in the library room, but on pleasant days these old people sit under a wide spreading tree that is fitted up with benches and chairs. There are both deaf and blind persons, and others with various troubles. Each is catered to, and they eagerly look for this assistant, whom they consider their special friend. She even does shopping for the old ladies and receives letters between her visits about what is wanted. In return, they load her with fruit and flowers that they have received. A specially built chair was made by one of the old men for the exclusive use of the reader—resembling a throne—and no other person dares to occupy it when she is expected. As there is practically an unchanged number of readers here, the circulation stays about the same—an average of three hundred books a month. We have a collection of 767 books here.

In 1930 the Wish-I-Ah Tubercular Sanatorium was built above Auberry, forty miles up in the hills from Fresno. A branch library was established in the sanatorium. It is taken care of by the secretary of the sanatorium, and a shipment of books is sent to this branch once a month. We have many requests from them. As the Wish-I-Ah Tubercular Sanatorium is for patients who have a chance of recovery, we have about the same number of patrons most of the time. We visit this branch very often, as one of our former page girls is there—getting well. The library is one of their most treasured necessities, and their appreciation is unbounded.

A small collection of 107 books has been placed in the recreation room of the Nutritional Home, situated two miles east of Fresno. The matron of the home circulates and cares for the books. The children use the books in the schoolroom and to read in the reading-room. The children are sometimes in the home but a short time, and for this reason it is hard to keep a proper assortment of books there. A visit is made to the branch once a month, taking out new books and bringing back the ones that have been read. The average monthly circulation is two hundred books.

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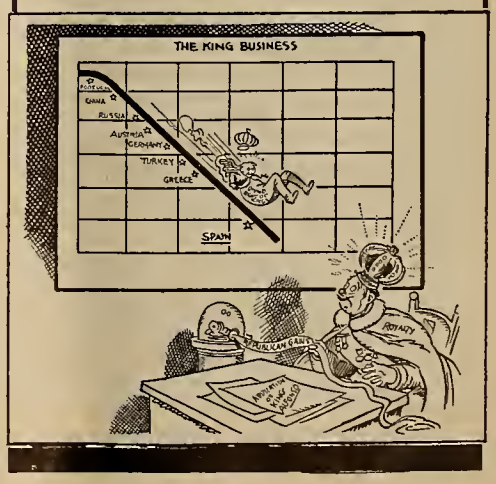

A deposit of 112 books is kept at the Detention Home established for incorrigible children. It is situated just on the edge of Fresno. These books are cared for by the matron of the home and used quite informally by the inmates. These children are rarely there for any length of time, so the same collection of books will last for many groups of children. About fifteen to twenty children—mostly boys—are usually to be found at this home. No records of circulation are kept. At one time there was a school in connection with the home, and large numbers of books were taken out from Fresno city branch by the teacher, to be used in the classroom. While the teacher was there, the children received greater benefit from the books than at any other time. Now there are not enough children in the home to warrant a school, so the school was closed two years ago. The juvenile librarian from the main library visits it periodically and tries to stimulate their reading interest. It was started as an experiment, and has been found to be of value to some of the boys and girls.

In the mountains east of Fresno, a road into the Kings River Canyon, which will connect the Sequoia National Park with the General Grant National Park, is being built by the state and government. This work is being carried on by the prisoners from the state prison. A camp of 111 convicts and about thirty free men is stationed at General Grant Park. A collection of six hundred books and a large number of magazines were sent to this branch in 1929. These books are taken care of by the men at the camp, and, judging from the many requests, have proved to be very popular. The books are taken to and from the camp by prisoners or men working at the camp who come into town for supplies. The camp is inaccessible through the winter months and the books and magazines are very popular at that time. When the roads are opened in the spring, they are usually ready and anxious for a complete turnover of books.

When we realize what a well-stocked library means to people who have their health and freedom, what must it mean to those who are shut in? We try to fill all requests made by the people in every one of our county institutions as soon as possible, as we feel the library is one aid toward helping the sick and making better citizens of those who are incarcerated.

Our newest camp is one established in the mountains for the unemployed who are given food, shelter, and tobacco, in payment for the work on the roads. About 136 best discards were sent to this camp. We have had some wonderful requests from this road camp, as many of the men are college men and ask for books for study. This library will be closed when the summer comes and the men can hunt for work again.

A branch library was established in the office of the Fresno County Farm Advisors in August of 1918. This branch is merely a deposit station. The books are taken care of by the farm advisor and the home demonstrator. We have a deposit of 136 books there. Books are sent to this station only upon request.

Soon after the passage of the County Law Library Act of 1891, and during that same year, the Fresno County Law Library was established. In 1922 a contract was entered into with the Fresno County Library, whereby the law library became a part of the Fresno County Library.

Miss Calla Mathison was appointed the first law librarian, in February, 1922, and served until October, 1924. During Miss Mathison's administration, the library was catalogued and the foundation for a first-class library was firmly laid.

Early in 1925 the library was moved from its congested quarters in the court house to its present location—the fifteenth floor of the Pacific South West Building—which is in the very center of the business district. This location is satisfactory from every point of view. The room is light and airy and affords sufficient space for growth. Its accessibility to the many attorneys who are under the same roof, and those in the nearby office buildings, augments its usefulness.

The collection of books which is constantly growing contains the reports and session laws of all the states; the complete National Reporter system; Shepard's Citators; a good assortment of texts; the California Supreme and District Courts of Appeal briefs, bound and dating back to 1915; the English and Canadian reports; in short, all of the essentials for an excellent working library.

Our last year's record shows that 3486 attorneys used the library between the hours of 9 a. m. and 5 p. m. and that 1536 volumes of our total collection of 14,167 were circulated. This, however, does not give a complete record of the attendance, as the library is open at all times to holders of keys, nor does it give a correct estimate of the use of the books, as the library is primarily a reference one.

The service of the library is extended by reason of the fact that between the law library and the reference department of the Fresno County Library mutually helpful relations exist. Frequently persons using the reference department have need of information obtainable only in the law library. In such cases, the reference librarian telephones the law library for assistance. In like manner the law library relies upon the reference department.

During the past year there has been an increasing reliance upon the library on the part of the judges, attorneys, other public officers, and the laymen, which encourages us in our belief that the Fresno County Law Library has a definite and potential place in the progressive thought of the people of Fresno County.

First District Meeting, California Library Association

THE FIRST DISTRICT of the California Library Association met at International House, Berkeley, on March 26. President Jane I. Curtis, librarian of the Alameda Public Library, presided. After a brief business session, Susan T. Smith, librarian of the Berkeley Public Library, spoke on "Library Service in Retrospection." She gave an enlightening comparison of library conditions in California in 1920 and 1930, which was very encouraging, as progress was shown along all lines. She ended her talk with some suggestions concerning the next developments that should be worked out.

After an excellent luncheon in one of the beautiful large rooms in International House, the group of more that a hundred library workers reconvened to listen to three speakers. Willis H. Kerr, librarian of Claremont College Library and president of the California Library Association, told some interesting incidents of his recent trip to England. As they all concerned libraries or book-buying, they were very much enjoyed. Mr. Kerr also told some of the plans for the annual

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meeting of the C. L. A. to be held at Santa Barbara in May.

State Librarian Mabel R. Gillis gave a brief talk concerning some of the problems confronting librarians today.

Rudolph Altrocchi, professor of Italian at the University of California, in a charmingly witty manner delighted his audience with a description of some of the fascinating trails a scholar travels in his search for knowledge. He called his talk "The Romance of Scholarship."

A perfect day, the beautiful rooms in which the sessions were held, a gracious presiding officer, and some interesting speakers made the day enjoyable and memorable.

Visit of School Library Specialist

Edith A. Lathrop, Associate School Library Specialist in the U. S. Office of Education, who is making a study of library service in rural schools, is spending about three weeks in southern California. Accompanied by school and library officials, she is visiting schools in the following counties: Los Angeles, Orange, San Bernardino, Riverside, Ventura, Santa Barbara, and San Diego. While studying the rural situation primarily, she is also seeing the work in the city schools of Long Beach, Pasadena, Los Angeles, and San Diego.

Last fall Miss Lathrop spent some time in some of the northern counties, making the State Library at Sacramento her headquarters.

Some Earlier Librarians Who Influenced Library Development

Three or four times a year Helen E. Vogleson, librarian of the Los Angeles County Library, has a meeting for all of her headquarters staff, at which she presents speakers or for which some social events are planned. At such a gathering on March 30, the program was designed to bring before her staff the personalities of some earlier librarians who had influenced library development. In her introductory remarks, Miss Vogleson mentioned particularly some notable women library workers. She then introduced Mary L. Jones, former librarian of the Los Angeles Public Library and assistant librarian of the Los Angeles County Library—to mention only two of her contributions to library history — who sketched the achievements and the vivid personality of Melvil Dewey. As Miss Jones was in the second class to enter the New York State Library School at Albany after it had been established with Doctor Dewey as its head, she gave an interesting personal interpretation of her subject.

Mabel R. Gillis, State Librarian, was asked to tell of the memorial tablet placed in the State Library by the California Library Association last October in honor of former State Librarian James L. Gillis. In sketching the program of these exercises, she brought out the influence Mr. Gillis's vision still has on library activities in this state. She made a plea for the continuance among present-day librarians of that faith in the value of their work which Mr. Gillis had in such full measure.

Mrs. Wallace, assistant librarian at the Inglewood Library, gave interesting reviews of some of the books of that colorful author, Charles F. Lummis, former librarian of the Los Angeles Public Library. Her interpretations of his poems and her discription of the man himself were excellent.

The staff members present must have gained much new and inspiring information from these talks on "a scientific librarian, a practical librarian, and a literary librarian."

Miss Lathrop, mentioned above, was also a guest at this meeting and was called on for a few words about her work.

At the end of the program, tea was served from an attractively decorated tea table. This gave the visitors a chance for a social half hour with the members of the Los Angeles County Library staff, an opportunity much appreciated.

Note

On March 22, fifty students of the University of California, School of Librarianship, accompanied by Miss Edith M. Coulter, associate professor of librarianship, spent the day in the State Library.

Handcraft Projects, Book Three, by Frank I. Solar, instructor of manual training. This book, like its predecessors, Book One and Book Two, aims to furnish the busy teacher, boy club leader, or camp manager with problems that can be quickly incorporated in any existing handcraft course. The projects have been chosen for their appeal to the boy. Each project is briefly but clearly described, and the directions are so simply given that even a beginner will have little trouble in carrying out the work shown in the drawings. Price $1.25. Published by the Bruce Publishing Company.

The Way Out of Educational Confusion, by John Dewey. Price $1. Published by Harvard University Press.

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A FRONTIER GIRL OF NEW YORK, by Alice T. Curtis. Penn Publishing Company, Philadelphia. Price $2. Historic tale of the interesting life and adventures of a young New York girl during the early days. Grades five to seven.

THE CHOOSING BOOK, by Alice Dalgliesh. Macmillan Company, New York. Price $1.25. Very cunning little picture book relating the happy experiences of a family in choosing their new home and pets. Grades one and two.

THE WISE LITTLE DONKEY, by Madame De Segur. Albert Whitman Company, Chicago. Price $1.50. The little donkey tells his own story in delightful and appealing fashion. Emma L. Brock illustrations. Grades four to six.

A CHILD'S LIFE OF GEORGE WASHINGTON, by Louise Embree. E. P. Dutton & Co., New York. Price $2.50. Simply told and clear account of Washington's life from earliest years. Very attractive format with large print and black-and-white illustrations. Grades four to six.

THE SING-SONG PICTURE BOOK, by Heribert and Johannes Gruger. J. B. Lippincott Company, Philadelphia. Price $2. Novel song book for little people, with birds, flowers, ships, etc., pictured as musical notes. Grades one and two.

PETER, by Clarence Hawkes. Lothrop, Lee & Shepard Company, Boston. Price $1.50. Appealing story of a brave little dog who readily risked his life in defense of his friends. Grades five and six.

BAR-RAC, by Vance Joseph Hoyt. Lothrop, Lee & Shepard Company, Boston. Price $1.50. Quite a fascinating story of a pet raccoon, illustrated with photographs. Grades five to seven.

THE GOLDEN FLOCK, by Charlotte Lederer. Farrar & Rinehart, New York. Price $1.50. Hungarian legend with attractive illustrations in color. Grades three and four.

CLEAR TRACK AHEAD! by Henry B. Lent. Macmillan Company, New York. Price $2. All about trains and their operation, very interestingly told. Grades four and five.

FUZZY AND HIS NEIGHBORS, by Jose F. Nonidez. Century Company, New York. Price $1.50. Charming stories of the author's little animal friends of the woods. Ably illustrated. Grades four to six.

THE PICKANINNY TWINS, by Lucy F. Perkins. Houghton Mifflin Company, Boston. Price $1.75. Jolly story of Mammy Jinny and her twins. Grades four to six.

THE WISHING OWL, by Idella Purnell. Macmillan Company, New York. Price $2.25. New fairy tales from Yucatan. Grades four and five.

TWO TIMES TWO IS FOUR, by Zacharias Topelius. Thomas Y. Crowell Company, New York. Price $1.50. Story of the squirrel and rabbit who visited school. Grades one and two.

AMONG THE LEAVES OF GRASS, by Dorothy Waugh. Henry Holt & Co., New York. Price $2.50. Very splendid picture book about insects, with much accurate information. Grades three to five.

For Older Boys and Girls

THE FUMBLED PASS, by Ralph H. Barbour. D. Appleton & Co., New York. Price $2. School and football story for both boys and girls. Grades six to eight and high school.

ILLUSTRATIONS OF CYNTHIA, by Erick Berry. Harcourt, Brace & Co., New York. Price $2. Well-told story of a girl's life at art school. High school.

THE SPANISH MCQUADES, by Mary D. Donahey. Doubleday, Doran & Co., Garden City, N. Y. Price $2. Two American girls go venturing to Mexico in search of lost family treasure. Grade eight and high school.

AT THE INN OF THE GUARDIAN ANGEL, by Countess De Segur. Houghton Mifflin Company, Boston. Price $2. Story from the French of two children and a kind Russian general. Grades six to eight.

WHITE LEOPARD, by Inglis Fletcher. Bobbs-Merrill Company, Indianapolis. Price $2.50. Exceptionally good story of African adventure. Grade eight and high school.

THE BOOK OF DRAGONS, by O. Muriel Fuller. Robert M. McBride & Co., New York. Price $2.50. Marvelous dragon stories from many countries. Grades six to eight.

VOYAGE OF THE MARTIN CONNOR, by Oswald Kendall. Houghton Mifflin Company. Price $2. A famous sea tale in new Riverside edition. Grade eight and high school.

ZEKE, by Mary W. Ovington. Harcourt, Brace & Co., New York. Price $2. School life and trials of a manly negro boy. Grades six to eight and high school.

BOOK OF THE SAILING SHIP, by Stanley Rogers. Thomas Y. Crowell Company, New York. Price $2.75. Description of every kind of ship from earliest times to the present. Grades six to eight and high school.

IVAN THE FOOL, by Leo Tolstoy. Oxford University Press, New York. Price $2.50. Contains six noted Tolstoy selections for high school age. High school.

THE BOY WHO LOVED THE SEA, by Mary H. Wade. D. Appleton & Co., New York. Price $1.75. Interesting account of the exploits of Captain James Cook. Grades six to eight.

GIRLS WHO DID, by Helen Ferris and Virginia Moore. E. P. Dutton & Co., New York. Price $2. There is good advice in these interesting stories of women.

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THE TINIEST SCHOOL

Submitted by M. H. E. Beckley,
Pacific Coast Distributor

Here is a school story that interested me, and I think it would interest you too. It shows how *courage and perseverance win.*

In the *Literary Digest* of March 26, on page 44, there is an article headed, "Tiniest School Due to a Mother's Grit." This article refers to a school in Highland City, Mont., that has only three pupils and was brought about because of the grit and determination of a mother of two of the pupils, named John and Howard Stratton.

It seems that Mrs. Stratton was not deterred by the prejudice and indifference of the people to have a school in Highland City. She had lived there for twenty years and her children were born there. They moved out once to give their oldest son a chance—this in spite of the fact that the husband had found pay dirt and an occasional nugget of gold weighing more than an ounce. When they returned again, Mrs. Stratton took up her fight and first asked the town for help. They scoffed at her. Next she went to the County Superintendent of Schools, then to the State Board of Education, and finally to the Governor of Montana.

When she failed in all of these fields, she then decided to carry her cause directly to the voters. Due to her efforts, a new board of school trustees was elected.

Even with this new board Mrs. Stratton had not won her cause, for this new board thought it would be very much better to send her two boys to school in Twin Bridges; but this plan would make her boys leave home, as an airplane was the only means by which they could get from Highland City to Twin Bridges.

In putting Mrs. Stratton off, the board has said they could not establish a school for less than three pupils. Here was the cue for Mrs. Stratton. She talked the matter over with her husband, and the next morning they started out for the little town of Grace, where they found an orphan by the name of Lawrence McLean. He was offered a home and an opportunity to grow up to be something better than a day laborer. Lawrence accepted the offer.

Confident and smiling, Mrs. Stratton presented herself before the school trustees and demanded her school. She got it. An old log cabin was dusted out and converted into a schoolroom, with the addition of three desks and a stove. Of course, they had a blackboard and—would you believe it?—a Nystrom map.

The illustrations in the *Literary Digest* include a likeness of Mrs. Stratton and an interior view of the log cabin schoolroom. Posed in this interior view are Miss Lois Stoecker, the teacher, standing beside a table, and on the wall back of her, the Nystrom map. The three pupils, Lawrence McLean, Howard and John Stratton, are shown sitting in the three desks.

WESTERN SCHOOL NEWS

An interesting meeting was held at Fresno on April 2, Miss Helen Heffernan presiding. It was a conference of elementary principals and district superintendents. The speakers were Superintendent Kersey, Robert B. Abbott, Arthur L. Russell, C. C. Carter, Doctor Frank W. Thomas, R. M. Miano, J. H. Inz, Gladys L. Potter, John L. Compton, Norma H. Farnhan, I. C. Addicott, and Mrs. Dorothy Hamilton. Miss Heffernan's speech was so outstanding that a request was made that it be broadcasted over the radio.

Charles L. Geer of Coalinga recently attended the California Council at the Palace Hotel, San Francisco, and a number of conferences of the committees on the survey of secondary education in California at Sacramento, conducted by Doctor Suzzalo of the Carnegie Foundation.

The League of Western Writers, San Francisco, Bay Chapter, will hold an important meeting on Tuesday, April 19, at the Clift Hotel, San Francisco. Doctor Carl Holliday, president, will preside.

Speakers: Douglas Watson, "Source Material for the Writer"; Harr Wagner, "The Man Unafraid" (Frémont); Doctor Carl Holliday, "How the Western Writer Markets His Material."

Reading: Charles Keeler presenting his own poems of Western life.

Mrs. Frona Eunice Colburn outlines a fascinating program for the annual convention of the League of Western Writers to be held in San Francisco next August. For particulars, address the secretary, Miss Grace Hadley, Clift Hotel, San Francisco, Cal.

President Robert G. Sproul of the University of California, like Governor Rolph, does not hesitate to go by aëroplane, when he has to keep an important appointment. His announcement of a policy of a central university rather than higher institutes of learning in certain localities in the state has caused much discussion. President Sproul has also made a drastic cut in the university budget of more than a million dollars for 1932 and 1933.

Arthur Gist, president of the State Teachers College at Arcata, will be one of the principal members of the faculty of the University of Southern California summer session this year.

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Note: The opening date of Summer Session (June 27) has been set a week later than usual for the convenience of the many teachers throughout California whose schools do not close till late in the season.

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New Woman on the State Board of Education

MISS ALICE H. DOUGHERTY, the newest member of the State Board of Education, and at present the only woman on it, is a teacher of mathematics at the Woodrow Wilson Junior High School in Oakland. Miss Dougherty has had both business and educational training and experience. She is an Alameda County woman, graduating from the Livermore High School and the San Jose State Teachers College. Her first teaching was in Merced County, where she was a member of the County Board of Education. Later she returned to Livermore, where she was vice principal of the grammar school. In 1926 she entered the University of California and accomplished the very unusual feat of taking her B.A. degree in two years' time, receiving it in 1928. She has taken work and received credits toward a master's degree, which she expects to take at the Columbia University in the near future. She is majoring in mental measurements and expects to take her degree in this subject.

For several years Miss Dougherty gave up day school work to enter another field. She was elected grand secretary of the Native Daughters of the Golden West. The organization had about fifteen thousand members and 150 parlors, which required a full-time secretary for the management of its business affairs. This was splendid business training, and Miss Dougherty feels that it was a very practical addition to her work in education. Her connection with the schools in either day schools or night schools has been continuous since her graduation from the State Teachers College, except for a leave of absence from the Oakland department at one time. Miss Dougherty is looking forward with pleasure to the work of the State Board of Education.

COLUMBIA THEATER ATTRACTIONS

MAUDE ADAMS and Otis Skinner have just closed a successful engagement at the Columbia Theater in "The Merchant of Venice." The next attraction will be "Earl Carroll's Vanities," which will open on May 2. This production will furnish a most delightful evening of entertainment.

The educational public that is interested in the drama are looking forward with interest to the production of "Green Pastures," which will open on May 16, and Eugene O'Neill's "Mourning Becomes Electra," the opening date of which has not yet been announced. High schools, colleges, and students of dramatics should be especially interested in the excellent drama productions of the Columbia Theater.

FILMARTE'S FILMS

RALPH PINCUS and associates should be congratulated on the high-class pictures that are produced at the Filmarte Theater. German, Russian, and other fascinating films are produced from time to time. If you are looking for something different, visit the Filmarte, O'Farrell Street, near Powell, San Francisco, Cal.

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BOOK REVIEWS

Living Geography, Book I, by Ellsworth Huntington, C. Beverley Benson, and Frank M. McMurry. Published by the Macmillan Company. Price $1.20. Important features of Book I: (1) The historical approach, (2) rural and village life are chosen as a basic idea, (3) the diction and sentence structure are characterized by extreme simplicity throughout the text, (4) unrivaled pictorial equipment, (5) a complete teaching equipment.

Living Geography, Book II, by Ellsworth Huntington, C. Beverley Benson, and Frank M. McMurry. Published by the Macmillan Company. Price $1.60. Outstanding features of Book II: (1) Guidance on methods of study, (2) unrivaled pictorial equipment, (3) the most accurate and extensive statistical equipment in any school geography, (4) climate, a basic factor in geography, (5) abundant and effective teaching helps.

The Mission of San Antonio de Padua, California, by Frances Rand Smith. Stanford University Press, Stanford University, Cal. Price $3.50. Table of contents are as follows: "Early Exploration—Establishment of the Mission; Change of Location; Surveys and Official Records; Architecture; Irrigation Systems; An Indian Legend of Early Discovery; Bibliography; Index." A narrative reviewing early explorations in the region, the establishment of the mission, its change of location and its subsequent history, analyzing for the first time its type of architecture and its system of irrigation, together with a pertinent Indian legend as to the arrival of certain Christian missionaries by air early in the Seventeenth Century. Many very attractive illustrations throughout the book, which is beautifully bound.

Western Prose and Poetry, published by Harper & Brothers. Selected and edited by Rufus A. Coleman. Price $1.40. 502 pages. This book is cleverly bound in natural-colored linen. Ten reprints from many famous paintings by Western artists, with brief biographical sketches. "Western Prose and Poetry" covers a wide variety of Western material. The Lewis and Clark Journals are included for their very roughness. John G. Neihardt will be immediately noticed by the lover of good literature. Will James and Charley Russell hold their own in story-telling. Short stories by Oliver La Farge and Willa Cather will be interesting to the more sophisticated reader. A number of ballads singing the praises of the great out-of-doors, of the cowboy and his dumb friends, of his greatest pal and companion, his cow-pony — sentiment such as this, and of Western heroes such as Kit Carson, may be found within the pages of this very attractive book.

Teaching School Music, by Alma M. Norton. Published by C. C. Crawford, University of Southern California, Los Angeles, Cal. Price $2. This book presents the more common music activities as they occur in the school program of today. It analyzes the problems concerned with these activities and suggests their solutions—not one solution, but several.

First Lessons in Business Training, by C. W. Hamilton and J. F. Gallagher. Published by Prentice-Hall, Inc., New York. Price $1.60. This text is particularly well adapted for use in school systems where the 6–3–3 plan or junior high school organization is followed, and also in continuation schools, evening schools, and the first year of senior high school.

Business Letters, by Ralph Leslie Johns. Published by the Gregg Publishing Company. Price, $1.40. The language of the text is addressed to the student—not to the teacher. Many illustrative letters are presented in the text in order that the learner may have before him the impetus to create good letter forms of his own. The practice of modern business ethics is exemplified in most of the chapters, not as a code of ethics, but as practical, everyday living.

French Liberalism and Education in the Eighteenth Century. The writings of La Chalotais, Turgot, Diderot, and Condorcet, on national education, translated and edited by F. De La Fontainerie, assistant professor of romance languages, University of Pennsylvania. Published by McGraw–Hill Book Company, Inc. Price $2.25. The aim of this collection of educational writings of four prominent liberalists of the Eighteenth Century is to present their works in their own words, in so far as it is possible to do this in another language. The essays have been reproduced in their entirety. No omissions have been made except where they consisted of mere lists of books or authors, and in such cases the excision has been indicated in the proper place.

Evaluation and Improvement of Teaching, by Charles W. Knudsen. Published by Doubleday, Doran & Co., Inc. Price $2.50. This is a basal text for teachers' colleges and schools of education. It adapts itself to any course in which methods for improving teaching through supervision are taught. From this text, the supervisor will acquire a knowledge of the art of teaching.

The Story of Uncle Sam's Money, by Walter O. Woods. Published by the Gregg Publishing Company. Price $1.50. Major Woods was appointed Treasurer of the United States by President Coolidge on January 18, 1929. The story of Uncle Sam's money has never before been told in precisely the manner in which Major Woods tells it here, nor by anyone better qualified, for there is probably no man in Washington who knows more about the mechanics of the huge machine that is the United States Treasury than its Treasurer.

Exercise and Its Physiology, by Adrian Gordon Gould and Joseph A. Dye. Published by A. S. Barnes & Co. The subject matter presented in this book is strictly physiological in nature. The human body is considered as a supermachine with variable capacities and limitations, as a result of an equally variable physical inheritance, development, and training. In this volume they have attempted to present to the reader for the first time a digested compilation of the principal facts made available through these many studies.

Modern Social History of the United States, by James J. Reynolds and Grace A. Taylor. Published by Noble & Noble, New York. Price $1.32. Over one hundred illustrations, 379 pages. In the chapters of this book one finds the background necessary for an understanding of the situation outlined in any one of today's newspaper headlines. This history is so readable that it stimulates the student's growing interest in world problems.

Teaching the Social Studies, by Della Goode Fancler, M.A., and Claude C. Crawford, Ph.D. Published by C. C. Crawford, University of Southern California, Los Angeles, Cal. Fabrikoid binding. Price $2. This book gives just the information a teacher of these subjects needs. It is well-organized, well written, and answers the questions a thoughtful teacher will ask. It tells what is being done and what is being thought in the most progressive school systems.

Discovering the Genius Within You, by Stanwood Cobb, author of "The New Leaven." Published by the John Day Company, New York. Price $2.50. Every one of us has within him some qualities of genius. This book tells how to find those qualities in ourselves and to develop them.

WESTERN SCHOOL NEWS

Mrs. F. E. Raymond, Pacific Coast manager of the Gregg Publishing Company, attended the Inland Empire Teachers Association, which met at Spokane, Wash., recently. Mrs. Raymond was in much demand as a speaker, and made a hit before the advertising club with a satirical speech on the topic, "Is There Any Place Left for Man in the Business World?"

Those who feel complacent over their one-dollar contributions to a Community Chest drive have an abrupt awakening in store for them in "Aliquot Parts," a short playlet written by Miss Edwina Carroll Kenney of Santa Barbara. When presented in that city, the skit scored an outstanding success because, though fast-moving and humorous, it made a clever and strong appeal for larger chest contributions. Miss Kenney teaches English and journalism in the Santa Barbara Junior High School.

ROBERT FISHER
Teacher of Violoncello
Arrillaga Musical College
WALNUT 3742
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Ports of Call

ENSENADA. The new "Monte Carlo" of America.

SAN JOSE DEL CAPO. We take on cargo, the fruits and vegetables of a hot land.

LA PAZ. The old, old port of pearls. Still today massive warehouses line the mall, and through their iron-barred windows comes the smell of the precious oyster shells.

GUAYMAS. "One of the most beautiful harbors in the world," Van Dyke calls it. Time for a swim and an incomparable fishing trip.

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MANZANILLO. One of the oldest towns on the Pacific coast, where Cortez built the ships that carried his dauntless captains out upon the unknown ocean.

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You are in Mexico the moment you go up the gangplank.

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MAY, 1932

THE WESTERN JOURNAL of EDUCATION

News and Comments -- By Harr Wagner

The School Budget Situation in 1932-33

EDUCATIONAL ACTIVITY has moved forward as though it were paralyzed. Environed by a surplus of food, clothing, and housing, the voice of the banshee is heard from the four corners of the earth. Teachers, school boards, and taxpayers are frightened. In San Francisco the teachers have made a voluntary contribution of over threehundred thousand dollars for the unemployed, in addition to contributions to the Community Chest. In Petaluma the teachers proposed reduction in salaries, provided the Board of Education would not add to the unemployed by dismissing teachers. In many cities a reduction of 3 to 10 per cent has been ordered, and the teaching and administration staff has been reduced in number wherever possible.

The situation in state institutions and the larger colleges and universities has not been so seriously affected. There will be a decrease in attendance at summer schools, and summer sessions. However, the incomes provided for these institutions is of such a permanent character that they will not be so seriously affected. Stanford University, with assets of nearly forty million, has invested its securities so wisely that it will not financially suffer seriously either in its income or in the permanent value of its assets.

In the meantime the school budgets will bring in sufficient money, with few exceptions, to pay the teachers' salaries, buy books, maps and globes, and other necessary supplies. There will be no funds for expensive equipment, pianos, fancy rugs, mahogany-finished radios, etc. Except in a few isolated cases, money will be found to pay the taxes. There is no need of alarm. In the meantime, foodstuff, clothing, railroad and steamship fares, and vacation advantages are all offered at reduced prices. Trips to Europe are reduced 25 per cent and hotels and apartments are offering cheaper rates. The N. E. A. has sent out the announcement of the superintendents' annual convention at Minneapolis, next March, and offers hotel accommodations at $1.50 to $4. No $8 or $10 suites, as formerly. We have reached the peak of high prices, and will reach the level of a state of living that will be happier for all professional people. As for ourselves, we enter on the expansion of our business with a firm conviction that 1933 will be the beginning of a normal economic condition, with readjustments that will absorb the unemployed and increase the purchasing power of the individual and the community.

Irmagarde Richards, author of "Our California Home," on the steamer "Guerro," bound for Acapulco, Mexico.

The Office of State Superintendent of Public Instruction

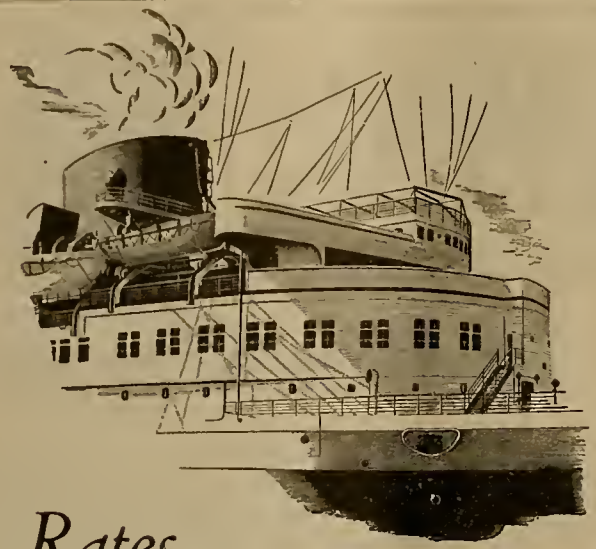
WE ARE UNFORTUNATELY accustomed to judge a man's value to his country, his state, or nation, by the salary he receives. The county superintendents have never been given a high educational rating on account of the low salaries paid as compared to high school, city, and district superintendents.

The office of State Superintendent of Public Instruction has also been under a handicap, because it calls for an election by the people and pays only five thousand per year. It requires a high type of professional leadership and a postgraduate experience in common sense. Will C. Wood served at five thousand per year, loved his work, and was devoted to it. Yet he resigned when the people of the state refused to amend the law to increase the salary to ten thousand per year. He is now receiving fifteen thousand per year as a bank manager. William John Cooper resigned a nine-thousand-dollar position to accept the appointment, but was soon promoted to Director of the United States Bureau of Education, Washington, D. C. Superintendent Vierling Kersey has recently decided not to accept the offer of the city superintendency of Long Beach at a salary of nine thousand per year.

The time has come when the people of California should pay the State Superintendent a salary of at least fifteen thousand per year. Of course, we know and believe that even such a salary would not bring us a leader equal to John Swett, who never received more than three thousand per year. But as long as we judge educational workmanship by the salaries paid then let us give the office of the state superintendency an even break.

Vierling Kersey has given us a splendid example of leadership. He is not working for money. He is trying

[CONTINUED ON PAGE TEN]



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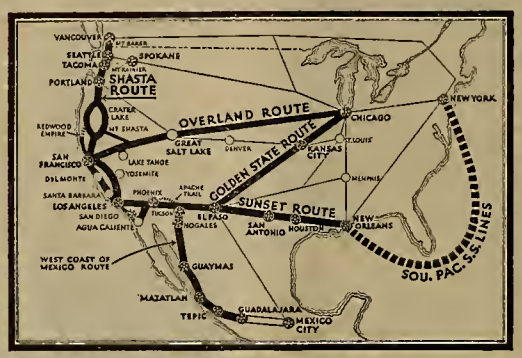

Choose one of these Four Southern Pacific routes going, another for your return—no added fare!

On May 22 the extra charge for including the Pacific Northwest on a regular roundtrip ticket East will be removed. Then you can go to MOST EASTERN AND MIDWEST points via *Shasta Route* (see map), return on any other Southern Pacific route for not 1¢ more rail fare than a ticket straight East and back.

This new privilege gives new meaning to Southern Pacific's choice of Four Great Routes. For example: At the new 30-day fare of $119.77 to New York and return you can go directly East and back on the *Overland Route.* Or you can go *Overland* and return *Golden State* through Los Angeles. Or at the same fare you can combine *Shasta* and *Sunset Routes,* and your ticket will include Portland, Seattle, Vancouver, B. C., New Orleans, San Antonio, El Paso and Los Angeles. Use the combination that fits your plans—the fare is no higher.

New Air-Conditioned Dining Cars

On June 1, the "San Francisco Overland Limited" and "Golden State Limited" will be equipped with new air-conditioned dining cars. Cool, washed air makes these cars delightful in the warmest weather. But still, *no extra fare* on these famous trains.

Beginning May 22

On sale daily until Oct. 15

New 30-day fares. Be back 30 days.

New York City	$119.77
Boston	126.85
Philadelphia	118.41
Washington, D. C.,	116.56
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and many more.

Season roundtrips. Be back Oct. 31.

Chicago	$90.30
St. Louis	85.60
New York City	135.12
Detroit	101.70
Birmingham	97.73

and many more.

At the above roundtrip fares you can include the Pacific Northwest without additional fare from many Northern California points. *From Southern California roundtrips including the Northwest are slightly higher.*

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THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools.

VOL. XXXVIII, No. 5 | SAN FRANCISCO, MAY, 1932 | PRICE 15 CENTS

Suggestions for "Last Day of School" Programs*

By ALICE HAND

THERE is nothing parents enjoy more by way of "Last Day of School" celebrations than a program that brings them in contact with the routine work done by their children throughout the school year. The idea of very "special" last-day programs, "special" pieces selected and recited, "special" songs learned and presented, is passing.

The ideal rural school closing, as well as that of the city elementary grades, might well take the form of an impromptu reception tendered by the teacher and her students, acting as hosts, to visiting parents—an occasion wherein an attempt is made to put them in touch with the practical results of a year of growth and progress for their children.

An art-work exhibit, sewing and manual-training projects, maps, booklets, flower collections, and the like, marshalled into tastefully arranged groups, with each group in charge of an individual pupil, would form an excellent background for a program featuring such numbers as the following:

1. Calisthenics drills and exercises used throughout the year; a display of first-aid adroitness—even a well-executed fire drill.
2. Songs that have been part of the music hour during the school term; a toy rhythm orchestra, etc.
3. A brief spelling match, or a mental arithmetic tryout.
4. The original dramatization of some phase of the history, geography, or social science work that has proved especially absorbing to the class. (An example of this feature is appended below—"How the Present Came Out of the Past.")

If presentation of eighth grade diplomas is to be part of the "last day" program, as in the case of most rural schools, let the graduating class be in charge of the whole occasion.

1. Individual members might give various short, informal talks:
   "Welcome, Neighbors, All."
   "What We Want—High School to Think of Boys and Girls from *Our School.*"
   Brief summaries of work accomplished along some line particularly interesting to the individual community.
2. An original playlet presented by the graduating class with the theme of "looking backward" is always entertaining to both children and parents. Past incidents involving good sportsmanship, teamwork, friendships, persistence, the overcoming of a handicap, are good here.
3. An original class song from the graduates, set to some simple tune such as "Jingle Bells," and a farewell song from the rest of the school, addressed to them, is in order. (See examples below.)
4. The presentation to the school of some work of their hands, if only dusters, made by the girls, or a bench or picture-frame constructed by the boys, makes a nice little ceremony of farewell.
5. The speech accompanying presentation of diplomas might accent a plea for more mature participation in the enterprises of community life, a movement toward greater thrift and resourcefulness, and the constant encouragement in the younger members of each family for loyalty to their school, respect for public property, etc.
6. If "last day" exercises take place in the afternoon, an informal field day, or a basketball game, or baseball, furnishes entertainment for all. The affair can be ended by the serving of coffee and cookies to guests, the children acting as hosts and hostesses, and showing a real sense of social responsibility for the success of the whole entertainment.
7. For the use of teachers who desire more ambitious commencement day material, or numbers ready for immediate presentation, a bibliography of suitable literature, containing verse, songs, prose selections, playlets, and exercises is included here. The majority of them have been furnished through the courtesy of the State Librarian at Sacramento.

   Teachers are reminded that their county librarians are always willing to supply them with special-day program material, if notified in season. All books included in the list below may be secured from your county library or may be ordered direct from the Harr Wagner Publishing Company, which will forward them to you promptly should you wish to purchase them personally or for your school library.

HOW THE PRESENT CAME OUT OF THE PAST

By ALICE HAND

[This playlet can be presented by ten children, as indicated, or the text can be rendered by one speaker or reader only, supplemented by pantomime characters as suggested below.]

THE TEACHING of history today calls for a panoramic vision of the development and progress of mankind—a vision beginning with the formation of the earth, noting the appearance on the scene of the caveman, witnessing the rise and fall of ancient civilizations, and terminating in the wholesale changes in the face of the world map that the twentieth century is bringing about.

This world background for United States history is permeating so strongly the work of the grades in this field that a rhymed playlet, or review, such as "How the Present Came Out of the Past," offers many possibilities as a coöperative "last day" project. It might prove quite as stimulating mentally to its audience as to the young players presenting it.

Presented in its simplest form, the only properties strictly necessary are some ten speakers, a flat wall map of the world as large as can be obtained, a large globe, a pointer, and a big flag of the United States for background. The children could be seated in an informal group at one side of the stage, or front of the classroom, with the leader, Philip, in the foreground.

The project could, however, be made into a much more ambitious undertaking, approaching pageantry, by the use of costumed pantomime to vivify the text. The working out of tableaux, or continued action pantomime carried on by one or more characters to an epoch, could be assigned as individual

* Extra copies of this issue may be ordered from Harr Wagner Publishing Company. Price per copy, 15 cents.

projects to groups within the class, if it is a large one. Contributions represented by the interpreter of the epoch could be actual articles, posters carried, or even magic lantern slides projected quickly. A concluding tableau with a central Uncle Sam figure depicted as receiving from the ages the outstretched gifts of each, with its background of national flag, would provide a suitable climax. The singing of America by school and audience combined could terminate this program number.

FLORENCE:

I'm glad vacation's almost here!
The play days now are drawing near.
No more of books and study hard;
We've had our last blue record card.
I like to learn! I hope I know
Next fall the things I've studied so!
Now, Philip, do you think our mates
The history of United States
Can carry all the summer through,
And not forget the facts they knew?

PHILIP:

I do hope so; of all the rest
I liked our history work the best.
The story we wrote out ourselves
From books upon our own school shelves.
Of how from out the dim old Past
Came our United States at last!
Let's say it now, for one last time.
We all remember every rhyme.
Begin with Stella here, and go
Through all the story, quiet, slow!

STELLA:

We used to wonder how this earth,
Back in the ages, had its birth.
We wonder yet, but now, it's true,
We've glimpsed a little how it grew.
God made a huge and whirling mass
Of golden, burning, seething gas.
He set it in the midst of space,
A fixed and splendid path to trace.
And as it whirled, great cloudlike rings
Of burning vapor far it flings.
Our earth was flung off so—*they think!*
Now watch that ring of vapor shrink
Into a ball that cooling makes
A crust, our earth, with seas that once
Were boiling hot—such curious stunts!
For long, long ages, earth's outside
Heaved or subsided, far and wide.
Great mountain ranges came to stay;
Huge glaciers ground their mighty way;
Six continents and oceans five;

[*Points out these on wall map of the world.*]

Lakes, rivers, islands, rise and thrive.

JOHNNY:

Then life appears; wee cells, at first,
Plants, animals—they finally burst
Into a growth, enormous, rank;
Huge reptile things range jungles dank;

[*Posters here.*]

Then mastodons and dinosaurs
Stalk over land and new-made shores.
Now in their midst appears at last
The heir to all this kingdom vast—
A creature to be known as Man,
When God perfects his growing plan.

MARY:

The first man-creatures spent their days
In fighting beasts in countless ways.

[*Enter two boys dressed in skins, faces stained, carrying stone ax and fire-making apparatus, gourds, hollowed stone, pestle, etc.; appropriate pantomime.*]

Stone ax in hand, they soon became
The king of brutes; they found that flame
Gave power that set them high and higher.
And now possessed of arms and fire,
Snug caves for homes, cooked flesh for food,
They found the family, simple, crude.
New tools to use in daily life
They shape for comfort or for strife;
And rough, queer sounds give birth to speech;
Rude pictures carry thoughts from each
Beginning clan to neighbor clan.
And now, great boon to early man,
Dumb creatures come to serve his need.
The cow gives milk, a gift indeed;
The dog protects; the horse's back
Grows used to carrying man and pack!
And last, the earth begins to yield
The treasure long from man concealed;
He plants his seed; he reaps his crop;
He seeks good pastures for his flock;
He decorates his home and dress;
Deep drum and dance, his thoughts express.

[*Roll of drum in distance.*]

He's ready now for history's page,
He's out of man's primeval age.

PHILIP:

And history's page begins, we're told,
In Western Asia, wise and old.

[*Points on map.*]

There great and powerful peoples rise,
Progress, and flourish, grow in size;
Ride out their day—then sink before
A rival proud—but leave their store
Of wisdom gained to swell the gift
That helps today in man's uplift!

PETER:

Within the ancient valley known
As cradle of the race is shown
Assyria cruel, and Babylon.
They make their gifts to learning's dawn—
Astronomy, days of the week,
Their old clay tablets taught the Greek!

[*Costume and picture of clay tablets easily accessible in history books; a chart of the heavens unrolled; a large calendar displayed would be appropriate here.*]

The Hebrews holding Palestine,
The first of all our earth, assign
To one great God their worship true—
And give his word its honor due.

[*Speaker always points out on map the geographical location of the country in question before pantomime displays itself. In this case, Moses with scroll of the Ten Commandments.*]

Phœnicians dwelling near would brave
The unknown seas to trade; they gave
Our alphabet—phonetic named;
For Tyrian purple they are famed.

[*Figure in short purple tunic; oar over shoulder; alphabet scroll.*]

And Egypt's gifts were rich indeed—
There's paper from papyrus reed;
Geometry and medicine;
Embalming arts, their priests begin.
And glass was first made there, we know;
Great pyramids they built up slow!

[*Posters carried in by the figure or figures representing Egypt could be used here, with the exception of the glass contribution.*]

Helen:

Now Mediterranean, we'll cross o'er,
To reach the lovely Grecian shore.
She grew, and learned from Asia old,
And added treasure hundredfold!
She loved all nature's beauty rare;
Told tales of earth and sea and air;
Carved statues, perfect in their grace;
Built temples that enshrine the race;
Taught man to think out his own thought,
And prove the work that he had wrought.
She breathed deep down, sweet freedom's air.
No tyrants flourished over there.
She spread to East and South and West—
All them she conquered called her blest!

[*Dance of flower-decked hamadryads; statue of Hermes; poster of the Parthenon are possibilities here.*]

William:

Then Rome came leaping into power.
She seized the whole world for her dower!
North Africa, West Asia too;
All central Europe paid her due.
And Roman tongue and Roman rule
Brought cruder lands to Rome, for school.
Great soldiers, builders, engineers;
Few sculptors, poets, artists, seers;
Great farmers, lawyers, rulers, they.
And all that deep in Asia lay,
And all that conquered Greece could teach,
The Romans brought within the reach
Of Teutons, Britons, whom she schooled.
And Christ was born while Romans ruled.
His noble creed spread far and near.
But even Rome had failed to rear
An empire that should stand for aye—
For rotten grown, she lost her sway!

[*Roman soldier, Roman senator in toga, Roman farmer carrying hoe; fair-haired Britons and Teutons led captive; a figure bearing the cross of Christ might enter to form a cumulative tableau which melts and disappears gradually during reading of next section of the story.*]

Anna:

Now History's page looks very black;
The Middle Ages strain and wrack
All Europe into Chaos deep,
And Learning, Order, seem to sleep.
Now stately Rome is overrun
By wild, barbaric Goth and Hun.
Fierce Teuton tribes surge south and west
Old Celtic strongholds to molest.
But Order creeps back once again
And gives the "Nation Thought" to men.
Strong kings appear; the feudal state
Is formed to hold in check the hate
Of tribe for tribe; new countries rise.
Spain, England, France, increase in size.
The Christian church gives framework strong
To help the "Nation Thought" along.
The Crusades bring old Asias lore
Once more to groping Europe's door!
And then the wish to seek the East
By water gives the active yeast
Of exploration. Earth is found
To be, not flat but truly round.
The world now faces west. Men sail
To find our land; and now the tale
Of how old Europe over there
Made young America her heir
To treasures won the ages through,
Is almost being closed for you!

[*Slow, careful use of the wall map needed in this section. Skin-clad barbarians with fantastic head-dresses might recede before the advance of King Charlemagne and courtiers accompanied by a monk, and a crusader in chain armor and cross; Christopher Columbus with a globe in his hand points westward.*]

Ralph:

We know that England, France, and Spain
Each strove with all her might and main
To make America her own
And rule that vast domain alone!
'Twas England had the longest reach
And now her tongue is our own speech,
But freed from her harsh, selfish power,
United States now holds a dower,
The ripest of the wide, wide earth;
For when our nation had its birth,
We started out, made rich and strong
By all that earth had fostered long
Of arts and crafts, and ruling lore.
We turned world-history pages o'er;
We chose our guiding stars with care;
The Ages helped our ship to fare
Upon her way. Now, sure and strong,
We steer our course, and help along
The weaker nations. Every tide
Brings old-world folk from far and wide
To live and thrive within our land,
Enriching it on every hand.
A noble nation, strong and free,
Respected well on land and sea!

[*The figure of Uncle Sam conning the tome of world history, surrounded by all the previous pantomimers stretching out to him their contributions as enumerated, could be present on the stage during the reading of this entire last section.*]

Philip:

It's fine to watch it all unroll;
To see our country reach its goal!
By help of all the ages past,
Hew out a nation born to last!
Come comrades all, and you, our guests,
Let's voice the love within our breasts;
Let's sing "America" with pride;
In peace and freedom, may she bide!

[*Actors and audience join in the singing of "America."*]

We Graduate

[Tune: "Funiculi, Funicula.]

To be sung by eighth grade after presentation of diplomas:

Dear friends, our time with you is almost ended—
We graduate, we graduate!
And now, regret and joy for us is blended—
A happy date, a pensive date!
No more we'll romp to school in any weather,
And think it fun, and think it fun;
No more we'll play and work and learn together,
Our part is done, our part is done!

Chorus

School days, school days, fleeting fast away!
School days, school days, time of work and play—
Tra, la, la, la, tra la, la, la, tra, la, la, la, tra, la, la, la—
Fleeting fast away, goodby, goodby, goodby, goodby, goodby!

In high school with our mates you'll see us vieing
To make you proud, to make you proud;
To do the best we can by earnest trying,
We all have vowed, we all have vowed!

For now a wider world to us is calling—
We must away, we must away;
It stirs us like a bugle note enthralling—
We cannot stay, we cannot stay!

And so, dear mates, and teacher, too, we're leaving—
We hate to go, we hate to go;
Today, for happy hours with you we're grieving—
And this you know, and this you know;
But we'll remember all our childhood pleasures—
The years will tell, the years will tell;
The truths we learned, the friends we made are treasures—
We'll hoard them well, we'll hoard them well!

Farewell Song

[School to Graduating Class. Tune: "Merrily We Roll Along"]

FAREWELL, comrades; farewell, comrades; good speed, comrades,
From teacher and from chum!
Heartily we wish you luck, wish you luck, wish you luck;
Heartily we wish you luck, in high school life to come!

Little Schoolhouse, Goodby

SWEPT by the rushing wind,
Steeped in the noonday sun.
Blest by the patient hills—
Here stands the littlest one!

Good little schoolhouse roof,
Bravely you brooded us all,
Over our work and play,
Letting your shadow fall.

Salute we offer you now;
May your starry flag, unfurled,
Ripple in memory's breeze,
Dear little schoolhouse world!

VACATION-TIME SUGGESTIONS

AS VACATION TIME approaches, conscientious teachers sigh over the knowledge that long days of unmotivated activity, with the inevitable let-down of mental discipline, are just ahead for the majority of their charges. Also, many equally conscientious parents of children who "run wild" when the home duties of each day are completed echo that sigh.

Perhaps a group of definite summer vacation projects worked out in the course of the last month of school, with teachers and students coöperating, might not come amiss to them. A plan to place on exhibition at the beginning of the fall term results of these motivated summer activities might stimulate interest and persistence. If the class has access to a mimeographing outfit, copies of such a list of suggestions might be welcome in many homes.

1. In view of our present state of nation-wide depression, suggestions for earning money, opportunities for exercising self-denial, ways and means of encouraging resourcefulness and thrift, might prove of value to all concerned. A record kept in diary or chart form would help enliven such enterprises.

2. A list of profitable and entertaining summer reading, selected through coöperation of teacher and librarian, would be a boon to most parents.

3. Plans for turning the back yard into an effective playground could be realized at little expense—a piano-box playhouse, a swing, a sand box, parallel bars, a work bench. Essential points in successful "camping out," either in the back yard or away from home, could be supplied.

4. A list of "dont's" for the summer months, stressing perhaps especial occasions such as Fourth of July, could be compiled by the class.

5. Possibilities in the line of flower gardens and vegetable patches could be checked up.

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6. Pets—a study of their habits and needs; responsibility for their care; even methods for making them pay their own way could be considered. A study of neighborhood birds could be briefly outlined before school closes.

7. Organization and membership in neighborhood dramatic clubs for children, with a collective property box, presents endless possibilities. Authentic plays can be procured through the public library; plays may be originated by the young actors themselves; puppet plays and shadow pictures are always amusing.

8. Operation of "stay-at-home" travel bureaus offers education and entertainment combined. Tours of the continents with choice of transportation, arrangement of money exchange, itineraries, etc., feature here.

9. Various collections—stamps, flowers, leaves, ore; motivation of summer scrapbooks—inventions, current events, child life in Russia, etc., are good stop-gaps for idle moments.

10. Constructive games—a fleet of boats; a squadron of aëroplanes; kite tournaments; bow and arrow contests; well-organized neighborhood field days need scarcely be suggested to the average child.

11. For rainy days, puzzles and jointed toys constructed for children in hospitals and homes; poems memorized; songs learned; and diaries written up would help to pass the time if the handy list suggested them.

12. Some parents might be glad to have called to their attention the existence of summer play schools near at hand, or the fact that story hours at the public libraries offer their children stimulating and worthwhile entertainment.

This is the year when summers at the beach and in the mountains are likely to be curtailed or omitted altogether. The children who enter upon summer vacation days fortified with plans for a contented and busy holiday time spent at home will owe to their school a real debt of gratitude.

Material for Closing Day Programs

Source material that may be secured for programs for closing days: "Closing Day Celebrations," A. Flanagan, publisher, price 40 cents; "Denton's New Program Book," Albert Whitman, publisher, price 75 cents; "Denton's Best Plays and Dialogues," Albert Whitman, publisher, price $1; "Last Day at Center Ridge School," A. Flanagan, publisher, price 35 cents; "The Entertainment Speaker" (over one hundred poems), Albert Whitman, publisher, price $1; "Dialogues for District Schools," A. Flanagan, publisher, price 40 cents; "Dialogues for Rural Schools," A. Flanagan, publisher, price 40 cents; "Commencement Helps and Hints," A. Flanagan, publisher, price 35 cents; "Comic Dialogues," A. Flanagan, publisher, price 50 cents; "Young Folk's Dialogues," A. Flanagan, publisher, price 40 cents; "Handbook of Stunts," by Martin Rodgers, 1928; "Commencement Essays and Orations," by Charles Reade, 1924; "Commencement Manual," by Mrs. Edith Painton, 1915; "School Club Program, Organization, Administration, Activities," by Harold Meyer, 1931; "Commencement Activities," by Harry McKown, 1931; "Assembly and Auditorium Activities," by Harry McKown, 1930; "Graded Games for Rural Schools," by Alfred Ross, 1926; "Graduation Day; an Anthology of Verse and Prose," by Anne P. Sanford, 1930; "School Festivals," by Adelaide Lennell, 1931; "Commencement," by Gertrude Jones, 1929; "Pieces for Every Day the Schools Celebrate," by Norma Deming, 1921; "Festivals and Plays in Schools and Elsewhere," by Percival Chubb, 1912; "Commencement Parts," by Harry Davis, 1898; "Elementary School Life Activities," by Frithiox Borgeson, two volumes, 1931; "Plays for Graduation Days," by P. Sanford, 1930; "Class Organization and Activities," by Margaret MacDonald, 1931; "Graduation Days," by Ann Lloyd, 1926.

Women's International League for Peace and Freedom, 1924 Chestnut Street, Philadelphia, Pa., will send out material free for high school commencement programs.

Note—Karl Hazeltine's "Lessons on Birds" will appear in the June Western Journal of Education.

On the Trails of Yesterday, by Roy W. Cloud, published by Harr Wagner Publishing Company, San Francisco, 1931, presents a series of intimate chapters written in a friendly, attractive style, characteristically genial and bearing the personality of the author. The materials in the book are such that its range of appeal would be from the fifth grade through the junior high school period.

Excellent illustrations by Ray Bethers give realism to the book. Mr. Cloud's long experience with school children and their interests, together with his experience as a teacher, principal, and superintendent in California, has been made evident in the book. Its vocabulary, style, and appeal to interest mark it as one of the most fascinating books yet written about California.—*From California Schools, Official Publication of the State Department of Education, March, 1932.*

Doctor Elmer Ellsworth Brown, chancellor of New York University, sailed on March 4 for a six weeks' stay in Europe. Doctor Brown was professor of education, University of California, in the early nineties, and U. S. Commissioner of Education, before he became chancellor of the New York University.

Robert J. Cralle has been elected to the superintendency of the Inglewood city schools by the Board of Education. Mr. Cralle will succeed Superintendent George W. Crozier, who will retire after more than twenty years successful work as head of the Inglewood schools.

Superintendent Milton C. Potter of Milwaukee has been elected president at the Washington meeting of the Department of Superintendence of the National Education Association, to succeed Superintendent Edwin C. Broome of Philadelphia.

Frank M. Wright, Superintendent of the El Monte Schools, is running his system with one less teacher and 150 more pupils this spring.

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

OF THE TOWNS that encircle San Francisco Bay, there is none of more distinct individuality than Alameda, lying sixteen minutes by water from the Ferry Building, San Francisco, and two minutes south across the estuary from Oakland. On a peninsular sliver of ground some ten miles long and a mile or more in width live about 35,000 people. To the north the Oakland Estuary is filled with shipping and the masts of sailing vessels; to the south stretch the broad reaches of San Francisco Bay; across the way are the crowded hills of San Francisco. From the early days Alameda has been a residential city. In the gay nineties it was the most fashionable residential section of the Bay Region, and the city still boasts of its beautiful houses and gardens.

Of recent years Alameda has become a city of airports. There are now three in operation. They are the Alameda Airport, the Oakland Airport, and the San Francisco Airdrome, the great air passenger port of the Bay Region. The United States Naval Air Base is now being built and three hundred families will be added to the population of the city within the next six months.

In education Alameda has been a representative city of California. Among its city superintendents it has had such men as Will C. Wood, who left Alameda to become successively California State Director for Secondary Schools, State Superintendent of Public Instruction of California, California State Banking Commissioner, and at present one of the head men of Bank of America in Oakland. Following Will C. Wood came the long and successful administration of Doctor Clarence J. DuFour, now vice president and dean of the San Francisco State Teachers College. Seven years ago the present City Superintendent, William G. Paden, entered office, making the third outstanding educator in charge of education in Alameda during the past two decades. This year marks the twenty-fourth year Mr. Paden has been connected educationally with the Alameda system. He came direct to Alameda in 1908 after graduating from the University of California at Berkeley. During these years, Mr. Paden has journeyed up through the ranks as teacher in elementary school, teacher in night school, vice principal of elementary school, principal of elementary school, director of research, and Superintendent. Even that does not tell the whole story, because Mr. Paden paid his way through college during his last years from funds earned as the football coach of the Alameda High School, a position accepted because he had played professional baseball while in college.

Superintendent Paden believes in a sane educational program. The Alameda schools never have been rampant advocates of the sensational in education. Sound conservation has dominated the elementary teaching, and the vocational work of the Alameda High School has been considered exceptional.

The Alameda system has been built up by excellent teachers, principals, and directors. Superintendent Paden feels that the success of the schools has been the result of the fine *esprit de corps* of all. Among the assistants who aid Superintendent Paden are such persons as Edward Albert, supervisor of social studies and attendance; Miss Lucile Hewett, head of research department; Charles W. Cox, director of vocational education; and William H. Cox, business manager.

The securing of an administration building for the Alameda city schools was one of the forward steps of the past year. A house in the high school campus was remodeled into a most attractive administration building. Offices were provided for the Superintendent, directors, business department, and superintendent of buildings and grounds.

Education Week is a great event in Alameda. Some sixteen thousand people visit the schools and view the work. Every school arranges special programs for this week.

In the Alameda schools are enrolled around eight thousand pupils. There are one senior high school, four intermediate schools, and seven primary schools. Two hundred and sixty teachers are employed.

In these times Superintendent Paden and his Board of Education are not cutting salaries. Some ten subsfitute teachers will not be reëmployed this next year. In meeting unemployment problems this year, the Alameda teachers donated $24,000, the largest single contribution of any group in Alameda.

* * *

IT WAS ESTIMATED that 750,000 persons visited the public schools of California during Education Week—April 25 to 29.

* * *

WALTER L. BACHRODT, Superintendent of Schools of San Jose, and the San Jose Board of Education in their present analysis of the city's educational financial status believe that it will not be necessary to reduce salaries. In addition, San Jose will not dismiss probationary teachers. The increase of 735 pupils this year is being assimilated by increasing the teacher load. Superintendent Bachrodt expects to be able to cut the school tax rate for the next school year. Under Mr. Bachrodt, the teachers of San Jose are standing ready to pledge 5 per cent of their salaries for relief this coming winter, with the proviso that the money will not be expended unless sanctioned by school authorities, and the feeding of school children is to have first call upon the fund donated by the teaching profession.

In the field of social coöperation with community interests, the tie-up of the schools with the Juvenile Court has been one of Superintendent Bachrodt's greatest achievements this year. If a school pupil gets into trouble with local authorities, before the case is taken to the Juvenile Court, the school people meet and determine what their recommendation will be to the court. If they recommend probation, the school people indicate one of the teachers to whom the pupil is to be paroled. This teacher is made a full officer of the court with power to enforce orders upon the pupil and his family, if necessary. The system has been most successful in operation. The work is further aided by a full-time social worker, Miss Loretta Smith. In addition, one day a week a psychiatric clinic is held by persons from the Agnew State Hospital. There is also complete coöperation with the psychology department of the San Jose State Teachers College and the San Jose medical department.

A. H. Horrall, Assistant Superintendent of San Jose Schools, has had the recent report that of three courses of study submitted to Doctor Herbert B. Bruner of Teachers College, Columbia University, for analysis in course of study work, two courses were placed in the upper 5 per cent of the country's courses of study. Mr. Horrall carries on his course of study construction for the elementary grades in the following manner: A group of the best teachers of the particular subject to be worked upon are selected, ten in number, one from each of the ten largest schools. Half of these people are from grades one to three, and the other half from grades four to six. The course of study work is a composite of this group. When a particular grade is being considered, the representative of that grade meets with the other teachers of that grade in the system and carries their report back to the main group. The courses of study are first mimeographed and then tried out for one semester. Corrections are then made and the course is printed and made available in loose-leaf form. This loose-leaf course of study can then be further revised if necessary, at any future date, by just changing some individual pages.

* * *

HARR WAGNER, editor of the WESTERN JOURNAL OF EDUCATION, was speaker at a Public School Week meeting at Rio Vista on the evening of April 29. The elementary schools of the Rio Vista Joint Union School District, ten in number, including districts in Solano County and others from Sacramento County, had that day put on a fine representative display of their school work in the gymnasium of the Rio Vista High School. Among the schools displaying were Rio Vista, Collinsville, Isleton, Sher-

man Island, Ryer School, Liberty, Riverside, and Rio Vista Joint Union High School. Clifford Totman of the Masonic Lodge of Rio Vista was general chairman of the evening program given in the high school auditorium. The excellent grammar school program consisted of instrumental music and recitations and dances. The cosmopolitanism of the schools of the great Delta Region was most apparent. Some of the schools are mainly attended by Japanese children, and their performing for their schools was most enjoyable.

C. A. Jacobs, principal of the Rio Vista Grammar School, and members of the Solano County Board of Education aided largely in making for the success of the occasion.

At Courtland, April 27, occasioned by Public School Week, there was held a fine exhibition of school work and an excellent program was given the patrons of the schools. Schools taking part in this affair included the Isleton Grammar School under Principal W. B. McClard, the Walnut Grove Grammar School, the Bates Union Grammar School, and the Courtland Joint Union High School. W. B. McClard, principal of the Isleton Grammar School, has a divided educational program. In the Delta Region, where 95 per cent of the world's asparagus is grown, the workers are mainly orientals. In the height of the canning season, Isleton fills with workers and their families. At such times, Mr. McClard runs an Oriental school of two hundred children and one for Caucasian children of 180 pupils.

Miss Mabel H. Johnson has been elementary supervisor for the Ventura city schools this last year. Miss Johnson has her degrees from the Kansas State Teachers College at Emporia, Kan., and for ten years previous to coming to Ventura was one of the outstanding educators of that institution.

Mrs. Harriet Bowline of the Lynwood Junior High School is chairman of the English committee of the Compton District Junior High Schools.

John Franklin West, Superintendent of the Albany Schools, recently moved into the new Board of Education quarters located in the new addition to the Marin School. These quarters, consisting of reception room, Superintendent's office, board room, and supply rooms, are as fine a Board of Education layout as exists in California. Superintendent West is making a most excellent record at Albany by having a fine educational program, yet one that is economical at the same time. The elementary school cost per pupil is now $70.

Mrs. Blanche T. Reynolds, Superintendent of Ventura County Schools, has recently moved into fine quarters in the new Courthouse Annex. A reception room, Mrs. Reynolds' office, bookkeepers' office, board room, and supervisors' room make commodious and pleasant accommodations.

Harrington Wells, professor of biology of the Santa Barbara State Teachers College, is finishing a book on the teaching of science from the elementary grades through college.

Miss Leila M. Andrews, elementary supervisor of the Redondo Beach schools, is doing excellent work in her direction of the elementary program.

Walter T. Helms, Superintendent of the Richmond Schools, has just let bids for a twelve-classroom addition to the Richmond High School, at a cost of $33,000. The addition is to be ready for use by August. A call for bids for an assembly hall for the Harding School is soon to be made. About $15,000 is allotted for this work.

Mrs. Drusilla H. Rhodes, director of curriculum of the San Luis Obispo County schools, will teach at the Fresno State Teachers College summer session at Huntington Lake this summer. Mrs. Rhodes will give courses on the elementary curriculum and the activity program.

Mrs. Margaret Harloe of the Arroyo Grande Grammar School and Mrs. Frances Judkins, principal of the Pismo Grammar School, are teachers testing English books for San Luis Obispo County schools under the direction of Mrs. Drusilla H. Rhodes, director of curriculum for the county.

Leil L. Young is this year general supervisor for the San Mateo grammar schools. Mr. Young has the honor of being a graduate of Annapolis of the class of 1921, being an appointee from Michigan. Resigning from the service on this coast, Mr. Young has gone into educational work. He has taught in the Tamalpais Military Academy and the Hillsborough Grammar School.

New Nature Science Readers

The Harr Wagner Publishing Company takes pleasure in announcing that they will publish this summer a series of Western Science Readers. These readers will make available for Western teachers information on Western Nature. This series will describe the trees, flowers, birds, animals, insects of the Western United States in a scientific yet interesting fashion. The books will be beautifully illustrated.

With the publication of this series the domination of Nature Science books written with the conditions of the Midwest and East in mind will be ended.

For publication this summer, the following titles are announced:

The Western Nature Science Series

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THE INDIANS' GARDEN

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District Superintendent Manhattan Beach Schools
University of California Extension Lecturer in Nature Study

The first book gives to the child an idea of those things of nature with which the Indians came in contact on land and sea.

FOURTH GRADE

THE PADRES' GARDEN

By C. A. Marcy
District Superintendent Manhattan Beach Schools
University of California Extension Lecturer in Nature Study

The second book continues the thought with telling the story of what the Padres found and brought to the Western shore.

FIFTH GRADE

THE PIONEERS' PATHWAY

By Mae Johnson Corwin
Science Department, Phineas Banning Jr.-Sr. High School
Los Angeles

The third book gives a description of the trees and flowers which are found along Western pathways.

SIXTH GRADE

TRAILS TODAY

By Walling Corwin
Science Department, San Diego High School
San Diego

The fourth book emphasizes the animals of land and sea on the Western coast.

These Readers tie up with Social Science, as they describe things of Nature that affected the lives of the people in the periods studied in the grades for which the books are intended.

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HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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THE WESTERN JOURNAL OF EDUCATION

609 Mission Street, San Francisco, Cal.

VOL. XXXVIII MAY, 1932 No. 5

NEWS AND COMMENTS

[CONTINUED FROM PAGE ONE]

to establish a big plan of educational leadership, and, even under present depressed conditions, is a progressive leader. The time for readjustment of methods of taxation for schools, of teacher-training institutions, of tenure, of unemployed teachers, of retirement salaries, is here.

The State Supreme Court Decides in Favor of Ginn & Company

THE SUPREME COURT gave its decision recently in favor of Ginn & Company and issued a writ of mandate to compel the State Board of Control to approve the claim for music books furnished the state under a contract. The court holds that the State Board of Education has the power to provide textbooks in "such a manner as the board may determine." This, interpreted, means that the State Board of Education may lease plates, buy copyrights and manuscripts, or buy books manufactured in Boston or anywhere else.

SAN FRANCISCO: HER STORY, by a teachers' committee composed of the following: Edith Cochran, Annette Schraft, Cecillia Pajini, Z. Meyer, and Marguerite Lenz; art arrangement supervised by Elizabeth T. Baldwin; drawings by students of the Galileo High School, of which John Nourse is principal. The book was carefully edited by A. J. Cloud and Bertha Roberts. Mr. Cloud is coauthor with Vierling Kersey of a recent book entitled "Episodes in the Life of Washington," and Bertha Roberts is well known for her keen literary ability. The Board of Education authorized the publication of the book.

The book is very attractive and the content is of informational value. This material is not accessible in any other form, and will prove of great value in teaching the pupil accurate historical values that has to do with its own environment. A child cannot visualize other lands and places unless it has a knowledge of its own historical background. The check-up on "Vocabulary," "Names of Places," "Names of People," "Things to Remember," "Things to Do," "Recitation," "Readings," and "Suggested Check-Up Lessons" is of great value to the teacher. The drawings, reproduced in a delicate tint of brown, are very effective and reflect credit on students of Galileo High School.

THE HEMET SCHOOLS under Superintendent Paul Ward continue to show growth in attendance and scholastic achievements. The buildings of the Hemet senior high school and junior high school are surrounded by trees, lawns, and flowers that make a setting of exceptional beauty. With the San Jacinto Mountains covered with snow in the background, we have an ideal situation for an educational institution.

Miss Richards Visits a Unique School at San Jose del Cabo, Lower California

MISS IRMAGARDE RICHARDS, who has gone to Mexico City via Acapulco to write several books to promote friendly relations between the school children of Mexico and the United States, visited the school at San Jose del Cabo, and in describing it made the following comments:

With an unerring instinct I made my way to the side of the square where something told me school was in session. I was right. I barged into the first open door, and with a terribly inadequate command of apologies I asked the little girl in charge if I might look on. With great politeness, but firmly, she conducted me to the principal, and I managed to convey to him my interest in the school and the fact that I was an old "school marm" myself.

I was shown about with every evidence of pride and delight, and was showered with voluble explanations of which I understood more than at first I thought I could. There were nine teachers, each with about a dozen children, some a few more, some less. Anyway, the total enrollment was about two hundred. They were doing just about the same range of things as in a similar school at home—reading, writing, arithmetic, handiwork, sewing, and woodcarving, and one class was having a practical lesson in making tomato sauce and bottling it. This is by way of being a problem for the community, as sometimes their tomato crop suffers for lack of a ship at the right time for shipment. The sauce experiments aim to solve this economic problem. The principal was a jolly little fat man, and his son, a tall, thin lad, was in charge of the tomato sauce. All the other teachers were women, some quite young. The school rooms were around open courts, and were cool, clean, and tidy, although the building itself was pretty well wrecked in parts, as though it had been through a siege or an earthquake. The children sat around tables in most of the rooms. Some rooms had separate desks, but placed as informally as in our most radically progressive schools. I could get no idea as to the discipline, as the pupils to a child seemed completely paralyzed by my appearance and sat in motionless silence, except once when I asked if they could sing for me. After a few husky notes, they got their breath and sang with spirit, but no better nor worse than a similar group at home.

San Jose del Cabo has a population of twenty-five hundred. I could not find out if children from other districts came there for school, but it seems remarkable that so small a town should have such a well-staffed and efficient school. It is supported entirely by the federal government, and San Jose is 100 per cent literate. One man told me (in Spanish, so I am not at all sure I got it right) that even in the sierra, which seems to mean back country where only Indians live, every child goes to school. There is no tax on the people for the schools, but if any children do not go to school the community as a whole is taxed so much per capita for each child that is not sent to school. I wonder if I got it right. That seems a new slant on the truant situation with practical possibilities.

JANUARY 22 Los Angeles City enrolled 295,841 pupils in its public schools for the second semester. This was an increase of 8033 students over the same day of the year before. Three thousand ninety-five students were enrolled in the Los Angeles Junior College on the same date.

THE National Education Association department superintendents will meet in Minneapolis from February 25 to March 2, 1933. The hotel rates are especially attractive, and a program of more than ordinary interest is being prepared. J. W. Crabtree has sent out a plea entitled "A Prayer" for membership.

LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

The Library and the Unemployed

By Faith Holmes Hyers,
Publicist, Los Angeles Public Library

What has the public library accomplished in the war against unemployment? It has mobilized book forces against the enemy—depression. It has provided comfortable reading-rooms where people may enlist in the ranks of new vocational or new business study. It has lent an antidote to the hysteria of depression by maintaining "business as usual" and reporting cheerful gains in circulation. It has offered profitable and pleasurable ways of spending newly acquired leisure.

The Los Angeles Public Library has probably faced much the same conditions that confront other large city libraries. Fifteen thousand readers are registered monthly for borrowers' cards. A million books a month are borrowed. A million and a half gain is recorded in the circulation for the last year, which in turn was a million increase over the year before.

Types of reading demand at the Los Angeles Public Library which may be traced directly to the economic conditions and which the library has tried to meet in book stock and reference service are these: First, the insatiable and legitimate need for recreational reading—thought diversion formerly found in amusements which had to be paid for, now sought in the Public Library. Evidence of this demand is recorded in a fiction circulation for the year 1930–31 of 6,833,683 volumes, or 61.7 per cent of the entire circulation, and a borrowing of magazines exceeding 400,000.

Second in increased demand is the call for reference facilities made by students of high schools and colleges. This has been augmented because of the great number of young people continuing their studies while employment is not to be found. While this increase cannot be measured in actual figures, it has loomed so large that librarians of branches and central library non-fiction departments have feared that it would crowd out legitimate service to other patrons.

Third is the trend toward study of books on vocations, trades, new fields of work, especially of those not requiring much capital. Every book available on apartment house managing, teamroom administration, mining, prospecting, identification of minerals, "raising for profit" of Belgian hares, avocados, mushrooms, and what not, is in lively demand. Related to these "new job" demands is the study of accounting, salesmanship, advertising, or technical research, which serves to make more skillful or efficient the man who has a job and means to keep it; and the study of home economics, budgeting, and care of children by the home-maker. Books in these fields show 23 per cent gain in the last two years in circulation in those classed as science, and 45 per cent in those classed as useful arts. To aid those seeking vocational guidance, the Los Angeles Library maintains a file of local schools and opportunities for classwork at the adult education desk, and a more comprehensive file together with school and college catalogues in the teachers' department.

Fourth in demand and of particular interest to the librarian is the trend noticed at the Los Angeles Library toward the use of leisure for the pursuit of culture in the arts, in literature, and in the development of personality and character through inspirational books classed in philosophy, psychology, and religion. Records of the Los Angeles Public Library since 1929 show 21 per cent increase in literature and 35 per cent gain in fine arts, the latter including all forms of art from the study of the masters, sculpture, architecture, house-planning, landscape and flower gardening, to the practice of amateur handicrafts—such as rug-weaving, leather and metal work, knitting, and patchwork quilting. Circulation of music scores shows a 50 per cent gain.

From the department of philosophy and religion we have this report. People are eager for books on character development and thought control. They find comfort in books which renew faith in the fundamental principles of religion and they are studying the history of the Christian and other religions. The ninety-five circulating copies of the King James' version of the Bible are in constant use, and the fifty-nine editions and ten translations of the Bible in our collection are used as reference study by many applicants. With the coöperation of distinguished professors of philosophy, this library department has sponsored a yearly series of free lectures on philosophy which have drawn capacity audiences and which have greatly stimulated the use of the library collection on philosophy and philosophers.

Rounding out these efforts to provide profitable use of leisure time is the adult education department, which reports steadily increasing use of its facilities for directing patrons to "purposeful reading" both in use of the "Reading With a Purpose" booklets (130 readers are enrolling monthly in these courses) and in the requests for individual lists on background study of all sorts of subjects.

The free lecture programs which have been conducted by the library ever since the new building was opened in 1926 have attracted capacity audiences. Almost every evening for the last two years from four hundred to five hundred people have enjoyed these lectures of highest educational value on literature, philosophy, science, economics, vocational guidance, foreign literature given in French, German, Spanish, and Italian, and art and music. In encouraging the use of books and in linking the library with the cause of education, these lectures have proved to be a valuable part of the library's contribution to a profitable use of leisure by both employed and unemployed.

Actual Aid in Funds and Employment Given by the Los Angeles Public Library Functioning as a City Department

The experience of the Los Angeles Public Library in taking part in the community program for relief to the unemployed is probably similar to that of other libraries.

Briefly, it is as follows: In the spring of 1931, city employees and teachers of the public schools were asked to contribute 1 per cent of their salaries for four months toward a fund to assist the unemployed. A fund of $114,000 was collected and a committee of representatives of city departments was formed to administer "the Associated City Employees' Fund for the Unemployed."

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As library representative, Mrs. Anne F. Leidendeker was asked to serve because of her position as department librarian of the science and industry division, serving the business interests of the city, and because her office as president of the Business and Professional Women's Club brought her into close contact with agencies working for women's relief. Her services were given by the Library Commissioners for a period of about four months, to assist in establishing a centralized office in the City Hall for registering applicants, assigning them to emergency relief or employment in city departments.

The library offered the most suitable city department in which to absorb clerical help by unemployed women, as librarians were hard pressed by the excessive demands of the public, and there were countless typing and routine jobs waiting to be done. During a fourteen-week period, groups of women, ranging from thirty to sixty selected clerical workers, were assigned to central and branch libraries, being given work for four five-day weeks at $20 per week. Many expressions of gratitude were made by the workers, and many hours of real service were returned to the city in the work performed by these women at the library.

In 1932 a similar program has been carried out with funds provided by a 1 per cent voluntary contribution, and using the same general set-up and centralized office for procedure. Funds this year have to be stretched over a longer period, and the library has been assigned fewer workers—from six to seventeen weekly.

Realizing how sadly inadequate such relief measures are in proportion to the need, librarians are yet glad to demonstrate their thankfulness for continued employment and their willingness to contribute their share toward ameliorating the lot of those who, through no fault of their own, find themselves without employment.

Unemployed Helped by Public Library

By CORNELIA D. PLAISTER,
Librarian, San Diego Public Library

WHEN THE San Diego Public Library realized how many unemployed men and women were coming to use and enjoy its facilities, we took stock of ourselves to see how we could best serve them. In a discussion meeting of principal assistants, it was agreed that we could do a great deal in keeping up morale by having branches and departments of the library as attractive and homelike as possible with posters and flowers. That we should put forth an extra effort to get our patrons the material they wished and be alert to their needs. That we would remit or postpone the paying of fines whenever we could conscientiously do so; that we would not withhold the privilege of using a card when it was entirely impossible for the patron to meet the fines due. Installment paying of large fines was permitted.

As for our book collection, we strengthened it along the lines of economics and sociology and in books of self-instruction, such as shorthand manuals. We used all our wiles to stimulate and reawaken interest in older nonfiction so that the lack of sufficient copies of the newer titles would not be felt. Week-end packages of two or three books containing one newer title and several older ones were tied together with a short résumé of each bundle on top. They circulated well. Gay-colored bookmarks which extended well beyond the top of the books were made for another exhibit. Each carried a short review of the book, and often a picture of the author, cut from old jackets. As they were presented for issue, the assistant removed the bookmarks so they could be reinserted when the books were returned.

In January, 1932, the City Council voted $10,000 to be used for the employment of needy women in city positions. A group of women representing various creeds and activities was chosen to serve on the Mayor's Committee for the administration of this fund. The city librarian was asked to be one of this committee. The applications for these positions were received at the Civil Service Commission. They were then checked through the files of the Community Chest, and if known to any agency as needy the applicants were put on the list for immediate positions. If unknown, the applications came back to a member of the Mayor's Committee for a home call. It was often possible for these committee women to suggest ways and means out of difficulties other than employment in a temporary city position. The librarian served as radio spokesman for the Mayor's Committee and broadcast the need for additional jobs for needy women.

During the three-month period over which the funds were spent the public library received the help of 111 women, totaling 3255½ hours of work at 50 cents an hour, or $1627.63. A partial inventory of the main library was taken; three thousand catalogue cards for the picture collection were typed; 350 valuable maps and posters were backed with muslin; and a thorough house-cleaning was given all the library departments.

The main library and branches aided in the collection of readable books and magazines for the men at the state employment camps.

Camp Kearney Unemployment Camp

By MARJORIE H. KOBLER,
Librarian, San Diego County Library

LAST DECEMBER a camp for the unemployed was established at Camp Kearney under the direction of the State Division of Forestry. The men were given food and shelter in exchange for four hours' work a day. This left a great deal of leisure time, so the next thought was to have a library.

The State Division of Forestry very kindly loaned some books that they had, but these were not enough to supply the ever-increasing demands for reading matter. A plea was made for books, and with the coöperation of the San Diego Public Library and the San Diego County Library, about 650 books were turned over to the camp. These books were made ready for circulation by one of the men who had charge of the library and were issued for a period of three days. The circulation from January 18 to March 26 was 2784.

The main camp at Camp Kearney grew so rapidly it was necessary to have additional camps in other parts of the county. Four other camps were established and fifty books were loaned to each camp from the main camp. At one time there were 317 men at Camp Kearney and from twenty to sixty-seven in each of the other camps.

April 1 these camps were closed and the books will become a permanent collection to be kept in the main office of the State Division of Forestry in La Mesa and are to be used by the Forestry Service in their camps and in any other emergency.

J. B. KAISER of the Oakland Public Library was elected president of the California Library Association, which met at Santa Barbara the week of May 9.

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Correlated Studies in Stenography will, we believe, make a strong appeal to commercial teachers in the smaller schools who are obliged to handle all commercial classes.

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Fresno County Library Served Seven Camps for Unemployed

By Miss Sarah E. McCardle,
Librarian, Fresno County Free Library

In December, 1931, the California Division of Forestry and Fresno County established camps for the unemployed of the county in the mountains near General Grant. There were seven of these camps established with nearly a hundred men in each camp. The men were given food, shelter, and tobacco in payment for the work done on the roads. They worked six hours a day when the weather permitted, but some of the time, due to storms, they were unable to work and had time on their hands. The Fresno County Free Library was asked to send some of its best discards to them, as they were anxious to spend their leisure time in reading.

The camps were supervised by the ranger of the division in which they were located. At the request of the ranger 136 books were sent to the camp. One of the men was appointed to take care of them. These books were carefully chosen and the men were allowed to make special requests for any books for study. We had some wonderful requests from the road camps, as many of the men were college men and asked for better books.

The discards were divided among the camps and placed on open shelves to be taken and returned by the men as they wished. After the books were all read at one camp, they were exchanged with another camp and in this way the books supplied all camps. The ranger reported to the Fresno County Free Library the deep appreciation of the men for the service given them during their enforced leisure. These camp libraries will be closed as soon as warm weather comes and the men can go out to find work again.

Serving the Unemployed in Madera County

By Miss Blanche Galloway,
Librarian, Madera County Free Library

As the first group of about fifty men waited in a truck stationed in front of the library while final arrangements were being made in the building next door for their transportation to the state camp for the unemployed, the librarian went out to look them over, establish the first contact, let them know they were to have books, and learn the type of books they wanted most.

The first request came for the back numbers of "Current History," "Time," and "Literary Digest." Then someone suggested history. Another wanted a book on letter writing. Lest the collection become too highbrow, the call came for Western stories, followed by detective stories. By that time we were on friendly ground and could speak of special authors.

The next morning when we delivered these books we were greeted as old friends, and every effort was made to extend to us the hospitality of the new camp, not only by the rangers in charge, but by the men themselves, who, upon learning that we expected to get some Christmas greens to decorate the library while on that trip, went out and cut enough to fill the back of the car. The cook made a special pot of coffee, and around an improvised table we planned our branch library for that camp. One man came in to ask if we could send a copy of Emerson's essays or any of Trine's works.

In each of the three camps one man was placed in charge of the library, and very accurate records were kept of the number of books read. One of these custodians turned out to be the great-grandson of a very noted author. He was much interested in his combined task of giving mental and physical first aid. He wrote me that 80 per cent of the 108 men in his camp were high school graduates, about 35 per cent were college graduates, and that other technical schools, night schools, and trade schools were well represented. There were a few foreigners who could not read or write. Some of the men were much interested in helping them acquire this knowledge while in camp, and we were glad to help by supplying books for that purpose.

These men seemed to enjoy their surroundings and became interested in books which helped them to know more about the trees, birds, and flowers which they found in that vicinity.

Woodrow Wilson's "Life of the American People" was very popular, as were books of biography and travel, and books dealing with the various vocations which the men hoped to follow again.

Not one book was lost, and all came back in good condition.

From the expressions of appreciation which came to us from the men in charge, we are sure that books played their part in helping to make the camps a success and to give those men a renewed interest in life.

Notes

Miss Joy Belle Jackson, librarian, Tuolumne County Free Library, established a branch library at South Fork Labor Camp situated in the mountains near Groveland. This camp has been discontinued.

The American Library Association has issued a new edition of the book list, "For Thinking America." The books listed deal with subjects of vital interest at the present time.

Miss Rose, an instructor in the Roseville High School, accompanied by three students, spent Saturday forenoon, April 2, visiting the eleven sections of the State Library.

Miss Stella Huntington, the first librarian of the Yolo County Library, is substituting until June for Mrs. Grant Bruton, librarian, Woodland Public Library, while Mrs. Bruton is in Europe.

Miss Mabel R. Gillis, State Librarian, attended the fifty-fourth annual conference of the American Library Association at New Orleans, April 25 to 30. Miss Gillis was one of the speakers on the program. At the close of the conference she spent a few days with Miss Essae Culver, executive secretary of the Louisiana Library Commission, and saw some of the county library work of that state.

Mrs. Maude Parker, librarian, Preston School of Industry, arranged for a visit on April 4 of state and county library officials to see the library and other activities of the school. The visitors were Miss Mabel R. Gillis, State Librarian; Mrs. Henrietta G. Eudey, librarian, Amador County Library; Miss Bertha Taylor, head of Prints Section, State Library, and former librarian of Amador County Library; Miss Sargeant, high school teacher, and Mrs. May Dexter Henshall, county library organizer. O. H. Close, Superintendent, Preston School of Industry, Mrs. Close, and Mrs. Parker entertained the visi-

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tors, showed them the library, the buildings, the farm, and the interesting and efficient work being done by the officials and cadets.

THE YOLO COUNTY LIBRARY and the Woodland Public Library were visited on April 8 by the county library organizer. During the afternoon a trip was taken to a number of community and school branches of the county library by Miss Nancy C. Laugenour, librarian, Yolo County Library; Miss Stella Huntington, former librarian, Yolo County Library, and Mrs. Henshall, who was Superintendent, Yolo County schools, while Miss Huntington was county librarian and Miss Laugenour was head of the school library department of the county library. The branches showed a fine steady development of county library service.

ON SUNDAY, April 10, fifty members of the California Historical Society came from San Francisco and other California cities to visit the historical collections in Sacramento. In the forenoon they visited Sutter's Fort. After a luncheon in the Hotel Senator they were shown the State Library, with particular emphasis on the California historical collection and the pioneer museum.

DURING THE MEETING in Sacramento of the California Historical Society, the noted journals and diary of Charles E. De Long, a pioneer of Yuba County and a member of the California Legislature in the early '60's, were presented to the State Library. The donors were Mrs. Lilian De Long Savage and Maud De Long Pringle, daughters of the pioneer, and Richard E. Savage, a grandson, of San Francisco.

"THE TIMBERTOES," by Edna M. Aldredge and Jessie F. McKee, illustrated by John Gee, is published by the Harter Publishing Company. Children of the first and second grades will be delighted with "The Timbertoes," the wooden man who made his family out of wood.

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EDUCATORS MEET AT FRESNO, CALIF.

THE FOLLOWING were present at a group meeting at Californian Hotel, Fresno, April 13, 1932: Doctor Robert G. Sproul, president of the University of California; Doctor Merton E. Hill, University of California; Doctor Raymond Davis, University of California; Doctor Nicholas Ricciardi, chief of Division Secondary Education; Walter Morgan, representing Superintendent Vierling Kersey; Doctor Frank Thomas, president of Fresno State College; Herman Spindt, president of California High School Principals' Association and principal of Kern County High School and Junior College; Herbert Healy, County Superintendent of Kern County; S. J. Brainerd, City Superintendent of Tulare; J. F. Graham, principal, Lemoore High School; Christian S. Weaver, County Superintendent of Merced County; Merl C. Taylor, president of California Teachers Association, Central Section; Mrs. Florence Koontz, Assistant Superintendent of Madera County; Clarence W. Edwards, County Superintendent of Fresno County; O. S. Hubbard, City Superintendent of Fresno; Miss May McCardle, Fresno; Louis P. Linn, principal, Washington Union High School; C. LeRoy Walton, principal, Caruthers High School; Paul E. Andrew, principal Clovis High School; William A. Otto, principal, Roosevelt High School; Howard Gaines, principal, Fresno High School; Charles L. Geer, principal, Coalinga High School.

A committee represented the Central California Industrial and Vocational Teachers Association: Lynn Stockwell, director of vocational education, Fresno; Theodore A. Ellestad, vice principal, senior high school, Coalinga; A. W. Miller, director of trade and industrial placement in Fresno Technical High School.

Two others were invited to this conference but were unable to be present: DeWitt Montgomery, City Superintendent, Visalia, injured in an automobile accident; Lawrence E. Chenoweth, City Superintendent, Bakersfield.

Agreement or philosophy reached by those assembled in conference at Californian Hotel, Wednesday, April 13, 1932:

Every child is entitled to training that meets his needs; training according to his interests, his capacities, his abilities, and the station in life toward which he is headed.

The door of opportunity should not be closed to any child.

Institutions should be developed to provide the right type of training for every boy or girl irrespective of his or her capabilities or economic status.

Every effort should be made to dignify non-academic courses; the academic and the vocational should be blended in the educational training of every child. Emphasis should be placed upon *training* rather than on the type of course—training to meet the individual needs of each child.

Committee to word sense of meeting: Merton E. Hill, University of California; Raymond A. Davis, University of California; J. F. Graham, Lemoore High School.

Moved and duly voted that this statement or thinking be presented to the Carnegie Foundation Survey Committee as representing the needs of higher education in California as seen and felt by the people of the San Joaquin Valley.

JOHN CHARLES FRÉMONT, when acting as Governor of California in 1847, made a donation of books to the state in order to start a library that is now noted for its service to California.

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NOTE: The opening date of Summer Session (June 27) has been set a week later than usual for the convenience of the many teachers throughout California whose schools do not close till late in the season.

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Selected by Wilhelmina Harper

For Younger Children

Pinafores and Pantalets, by Florence Choate and Elizabeth Curtis. Harcourt, Brace & Co., New York. Price $2. Entertaining story of the home and school life of children during Civil War days. Grades four and five.

The Ship Book, by Jean H. Dukelow. Houghton Mifflin Company, Boston. Price $1.50. Unusually interesting account of ships and the sea for the younger boy. Attractive illustrations in color. Grades four to six.

The Nest, by Alice Dussauze. Macmillan Company, New York. Price $1. Very pleasing picture of the happy home life of a French family. Grades three and four.

The Strange Adventures of Captain Marwhopple, by Rose Fyleman. Doubleday, Doran & Co., Garden City, N. Y. Price $1.50. Delightful nonsense stories of the brave captain and his dog, who capture lions and tigers and have no end of startling adventures. Grades four and five.

A Train, a Boat, and an Island, by Charlotte Kuh. Macmillan Company, New York. Price $2. A happy family takes a trip to Bermuda and has a wonderful time all the way. Illustrations by Frank Dobias. Grades four and five.

Joan and Pierre, by May N. Mulvany-Dauteur, Doubleday, Doran & Co., Garden City, N. Y. Price $2. Both a pleasing and an instructive picture story, telling of the enjoyable times two children have in Paris. The brightly colored illustrations add to the book's interest. Grades three and four.

Peeps at George Washington, by Max Vivier. Frederick A. Stokes Company, New York. Price $1.50. Excellent picture storybook of Washington's life. Large print and generally attractive format. Grades three and four.

The Little House in the Woods, by Laura I. Wilder. Harper Brothers, New York. Price $2. Delightful story of a childhood in the old log-cabin days; of the joys and hardships and the many thrilling experiences. A book of definite value, with Helen Sewell illustrations. Grades three to five.

For Older Boys and Girls

The Hermit of Honey Hill, by Merritt P. Allen. Century Company, New York. Price $2. Two boys encounter deep mystery while sheep farming in Vermont. Grades 7 and 8 and high school.

The Story of Our National Ballads, by C. A. Brown. T. Y. Crowell Company, New York. Price $2.50. There is quite a bit of interesting history in this useful book. Grades seven and eight and high school.

When I Was a Girl in Bavaria, by Bertha T. Harper. Lothrop, Lee & Shepard Company, Boston. Price $1.25. An interesting glimpse into German childhood of long ago, with description of the country and its people and especially of the city of Munich. Grades five to eight and high school.

Children's Book of Animal Pictures, by Lorinda M. Bryant. Century Company, New York. Price $2.50. Animal pictures by noted artists, with brief explanatory text. Grades six to eight.

How to Understand Chemistry, by A. Frederick Collins. D. Appleton & Co., New York. Price $2. Clear and definite information on an important subject. For high school.

How to See Birds, by Eric F. Daglish. William Morrow Company, New York. Price $1.50. A splendid book telling much about birds, and also how to feed and care for them. Distinctive illustrations. Grades five to eight and high school.

Fitz, Jr., With the Fleet, by Fitzhugh Green. Brewer Warren Company, New York. Price $1.75. A boy scout tells of his cruise with the battleship fleet. Grades six to eight.

The Southpaw, by Donal H. Haines. Farrar & Rinehart, New York. Price $2. Lively tale of school rivalry and athletics. Grades seven and eight and high school.

Toplofty, by Mary W. Keyes, Longmans, Green & Co., New York. Price $2. Two girls have a happy and exciting summer in a New Hampshire village. Grades six to eight and high school.

Magic for Everybody, by Joseph Leeming. Doubleday, Doran & Co., Garden City, N. Y. Price $1. New edition of a popular book of interesting tricks, telling how to perform them with ease. Grades six to eight and high school.

How Our Government Is Run, by Inez N. McFee. T. Y. Crowell Company, New York. Price $2.50. Interesting facts of government and citizenship clearly presented. Grades six to eight and high school.

Away to Sea, by Stephen W. Meader. Harcourt, Brace & Co., New York. Price $2.50. Experiences of a boy on a slave ship en route to Africa. Grades seven and eight and high school.

Jerry, by S. P. Meek. Century Company, New York. Price $2. Dogs were not allowed to join the army, but Jerry got in and won distinction, as well as the heart of every man. Grades seven and eight and high school.

Children of the Housetops, by Youel B. Mirza. Doubleday, Doran & Co., Garden City, N. Y. Price $2. Excellent picture of child life in Persia. Grades six to eight.

Heroes and Hazards, by Margaret Norris. Macmillan Company, New York. Price $2. Stories of great courage among firemen, pilots, divers, engineers, life-savers, etc. Photographic illustrations. Grades seven and eight and high school.

The Champion, by Arthur S. Pier. Penn Publishing Company, Philadelphia. Price $2. How a boy athlete loses and regains the confidence of his schoolmates. Grades six to eight and high school.

Daniel Boone, Pioneer, by Flora W. Seymour. Century Company, New York. Price $2. Interesting account of the great pioneer and his times. Grades six to eight.

Days and Deeds, by Burton E. Stevenson. Doubleday, Doran & Co., Garden City, N. Y. Price $2.50. New edition of a popular verse collection, useful for all the holidays. Grades six to eight.

Marie of the Gypsies, by Rachel M. Varble. Little, Brown & Co., Boston. Price $2. Reared in a gypsy camp, the daughter of an artist finally comes into her own. Grades seven and eight and high school.

Flood Fighters, by Thames Williamson. Houghton Mifflin Company, Boston. Price $2. A boy helps fight the Mississippi River flood. Grades six to eight and high school.

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STUDENTS' EXHIBITION

By LEA F. RANDOLPH,
Director of California School of Fine Arts

THE CALIFORNIA SCHOOL OF FINE ARTS announces to the public of San Francisco its annual exhibition of work completed by students of the school during the past regular session, and all readers of the WESTERN JOURNAL interested in art are particularly invited to attend.

The galleries, studios, and classrooms of the art association and school buildings at Chestnut and Jones streets are decorated with carefully selected examples of the best production by the students—men and women of all ages and many nationalities who work harmoniously together during the long winter months at the widely varied problems of art. The growing interest in the graphic and plastic arts has been shown in recent years by increased attendance on the part of the general public at the many splendid shows offered at our museums, such as the annual exhibition of the San Francisco Art Association just opened at the Legion of Honor Museum, and by increased appreciation of the enterprising activity by the Beaux Arts Galleries in displaying the work of local painters and sculptors, and many other collections of art at the dealers' galleries.

Nothing, however, should appeal more to lovers of art and to those who look for the development of art appreciation in our community than such an exhibition of work by art students, expressing, as it does, the creative effort, ambition, and energy of youth. It is a wonderful world of alternate hope, enthusiasm, and despair these art students live in during the period of their study. Few laymen realize what strong concentration of thought and effort, unremitting toil and industry, often entailing great personal sacrifices and unrelenting determination, are necessary to the development of an artist. While, naturally, much of the study in a school of art is not intended to produce finished works of art, but rather to give the training and knowledge necessary to future performance, it nevertheless happens that so much of originality and the joy of expression comes out that the product of their work has a particular flavor and vitality.

The courses of study offered in the school cover widely varied problems in the field of drawing, painting, sculpture, and design. In addition to these general subjects, many specialized branches of work are taught in the day and night classes, such as interior decoration, etching, fresco painting, and stone cutting. The possibilities of these two last-mentioned mediums as a practical outlet for the work of artists in relation to our homes and public buildings are becoming better understood and appreciated. Before Diego Rivera painted his two great frescoes in the gallery of the school and in the new Stock Exchange Building of San Francisco, every phase of fresco painting was taught at the school—from the preparation of the wall to the completed decoration.

The practical value and universal appeal in the study of art is the age-long effort to apply the principals of order and beauty to the things of everyday life, both large and small, in endless variety. The aim of the work is to find that perfect blend of cultural development, with training in practical methods, that makes the work of artists necessary to the life of the community.

In this warm, colorful land of California, art should develop as freely as it once did in Italy. This school, founded in 1874 by the art association, in the early days of San Francisco, has grown with the city so that now it is at the same time one of the oldest and largest schools of fine arts in the United States, with an annual enrollment of close to nine hundred students.

The exhibition will be open to the public every day from 10 to 4—Sundays excepted—until June 11, and it is hoped many will take this opportunity to see the work of future artists.

BE ASHAMED TO DIE until you have performed some victory for humanity.—*Horace Mann.*

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CALIFORNIANS AT CLEVELAND

The Music Supervisors National Conference

By Mary E. Ireland,
Second Vice President, California Western School Music Conference

A baker's dozen from California schools crossed the continent to attend the National Conference of School Music Supervisors in Cleveland, April 3–8. From Los Angeles and the South there were Louis Curtis, Mr. and Mrs. Hartshorn, and Gertrude Parsons, our local president; from Pomona there was Hazel Nohavic; from Oakland, Grace Gantt and Glenn Wood; from San Francisco, Estelle Carpenter and Julia Neppart; from Fresno, Arthur Wahlberg; from Stockton, Charles Dennis; from Mill Valley, Inez Owen; and from Sacramento, Mary Ireland.

We were thrilled with the musical activities of the conference and impressed with the number of outstanding speakers who could really speak. Cleveland and the Middle West brought forth unusual demonstrations of every type of school music one can find. Three thousand elementary children in one chorus, three thousand junior high children in another chorus, six hundred in the All O-HI-O State Band, six thousand in an evening pageant of American music, three hundred in a chorus from one-room rural schools, three hundred and nine in the National Orchestra, including pupils from thirty states, over four hundred in the National Chorus directed by our own Charles Dennis of the College of the Pacific, etc., etc. On they came, day after day, with no let-up until after the final concert on Friday night. We western teachers took it all in and then had the courage to invite the National to come to see what California has to offer in 1934. We haven't much reason to believe they will, but every Californian at Cleveland caught the spirit of the National and is lined up to make our own 1933 meeting the best yet.

We kept our identity as a group, meeting informally at breakfast or luncheon, sitting together at meetings, sending our officers to group meetings of similar officers from other sections, and giving a special dinner for our president. You would all have enjoyed the California "stunt" at the formal banquet. Grace Gantt wrote the words for a song to be sung to "John Brown's Body," and without any rehearsing the California group all proceeded to the platform. About the second verse the audience rose to the occasion and before we realized it, we were marching around chain fashion, with all the crowd coming in on the chorus. Perhaps you readers would like to try it.

We're just a little band of people
From the Golden West.
But what we lack in numbers,
We make up in pep and zest.
We're always up and coming
When you put us to the test—
California by the sea.

Chorus

Give a cheer for California!
Hip, hurrah! for California!
Come and see our California—
California by the sea.

There's Glenn H. Woods from Oakland,
Gertrude Parsons from L. A.,
And when those two get busy—
Well, there's nothing more to say.
And then there's Louis Curtis, too—
Has such a fetching way—
In California by the sea.

There're many more that we might mention
If we had the time,
And then there're some whose names
Don't fit into this kind of rhyme—
But one and all we sing to you
Our little song sublime
Of California by the sea.

At our California Western business meeting, it was decided to hold our next local meeting in Oakland, April, 1933. Glenn Wood is to direct the combined chorus and Herman Trutner the orchestra. Our president is already taking steps to secure at least two outstanding speakers from the East, and that next meeting of school music people on the Coast is going to be worth talking about. Every music teacher, supervisor, and school superintendent in Arizona, Nevada, the Philippines, and California will be planning to be there.

"GREEN PASTURES" AT COLUMBIA

The theater-going public should show sincere appreciation for the Columbia management bringing the original production to San Francisco. It is a great show. It took two years' negotiating to get the original production and the "Heavenly Choir." Richard B. Harrison, who plays "The Lawd" on Monday night, May 16th, gives his nine hundred and thirty-ninth consecutive performance, and no other man has played it even once. The teacher of drama, the students of drama, and the public who are looking for thrills will get them at the Columbia. Special attention to out-of-town orders. Seats, evenings, 75 cents to $3, matinées 75 cents to $2.50.

"Fighting Men of the West," by Dane Coolidge, author of "Horse-Ketchum," "Gun Smoke," "War Paint," etc., is published by E. P. Dutton & Co., New York. Price $3.75. Biographies of Western fighters, first-hand accounts of men who made the West wild—and then tamed it. Some of the characters are as follows: Colonel Charles Goodnight, trailmaker; John Chisum, the cattle king; Clay Allison, Southern man-killer; Commodore Perry Owens, the long-haired sheriff; Death Valley Scotty, prospector and showman; and many others. Dane Coolidge is a resident of Berkeley, Cal., and has written thirty-seven successful books.

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BOOK REVIEWS

ADVENTURES OF A NOVELIST, by Gertrude Atherton. Published by Liveright, Inc., 31 West Forty-seventh Street, New York. 598 pages, size 6 x 9, illustrated. Price $4. For sale at bookstores.

Gertrude Atherton has made a valuable contribution to literature in her biography. It is a coldly analytical record of her books and of the men and women of California, New York, Washington, and Europe with whom she was more or less environed. Her comments on "Randolphs of Redwood," "Patience Sparkhawk and Her Times," "Daughter of the Vine," "The Conqueror," "Senator North," "Black Oxen," "The Immortal Marriage," and "The Sophisticates" will always be of great interest, not only to professional and amateur writers, but to her large and admiring public of intelligent people. We were repelled by her cold and somewhat satirical account of her husband, and especially of the account of his "remnants" being embalmed in rum and shipped in a barrel. The account was not only gruesome, but it seemed to convey a harsh disrespect for the dead. For, after all, he was her husband, and that is that. She treats the several hundred men and women mentioned in her book with more consideration, but between the lines you can always read a disdainful and superiority complex, with the possible exception of her appreciation of James D. Phelan and Montalvo. She speaks of Paul Elder as the "correct Paul Elder," and mentions his young assistant, John Howell, in her experiences of earthquake days in 1906. Her comments on John Lane, her London publisher, are not at all complimentary, but she gives several lines of appreciation to Horace Liveright, who published "Black Oxen," and to Brett of the Macmillan Company, who published "The Conqueror." She appreciated Ambrose Bierce, but ridiculed him for asking her for a kiss when they were standing near an unromantic pig sty. She devoted a page to the description of Joaquin Miller when he called upon her, and praises his great poem, "The Passing of Tennyson" She says, "I told him how glad I was to see him, and we sat down. Still he uttered not a word. An American woman is always willing to bear the burden of conversation and I rattled on, although growing disconcerted by his persistent silence and his round unwinking stare. Finally I said, 'Have you lost your voice? Suppose you say something for a change.' He fetched a sigh that might have come from the soles of his cowboy boots, and then his voice rumbled forth heavy laden with tragedy. 'What a pity!' he groaned; 'what a pity, we are both blondes. Oh, I would like to go up and take God by the beard.' And he raised his arm and waggled as if in performance of the act. I repressed the obvious retort, and five minutes later he shot out without a word of farewell, but I was quite satisfied. It was my first experience with a genius, and no lion I have ever met has roared more accommodately."

There are interesting comments on Bernard Shaw, Ellen Terry, Sybil Sanderson, Maud Fay, Lily Langtry, and hundreds of others who were famous in the early nineties, and many whose names have been forgotten except by the intelligent literary addicts. It is a great book in spite of the fact that the author is more frank in her expressions of the lives of other people than she is of her own experiences. The white spaces between the lines are cold—no human feeling. We hope some great biographer like Ludwig will come along to write her love romances as she has lived them. Gertrude Atherton is a great woman, and in her thirty-seven books has made a permanent contribution, not only to literature of the West, but to all people. "The Adventures of a Novelist" is a fascinating book that has a strong appeal for the intelligent reader. It is the kind of a book that makes your library more interesting, because it correlates with so many of your literary friends.

* * *

I'VE BEEN READING "Joaquin Miller and His Other Self," by Harr Wagner (Harr Wagner Publishing Company, San Francisco). I am intrigued with this book, partly on account of the wild, untamed, and unromantic figure of Joaquin Miller himself, and partly on account of the biographer, Harr Wagner, of whom I have known for many years as a patron of young writers and as a successful publisher and with whom lately I have had some pleasant correspondence regarding certain literary matters. It seems to me that Harr Wagner has done a workmanlike piece of work in this biography of Joaquin Miller. Certainly no one now living is better fitted to write a biography of the Poet of the Sierras, for Wagner had many years of intimate personal contact with Joaquin Miller and was not only the poet's friend, but also his publisher and his business adviser. There is a boldness, a frankness, a sympathy and an understanding in this biography that is most refreshing. It is a full-length portrait of an extraordinary personality, written by one who knows how to write and what to write.—*F. L. Pinet, in Kansas Teacher, March, 1932.*

SUMMER SESSION

Of California School of Arts and Crafts, June 27 to August 5, 1932

FREDERICK MEYER, founder of the California School of Arts and Crafts, has issued a very attractive bulletin of his summer school. Among the well known instructors will be Clara P. Reynolds in "Art Methods and Public School Art." Her educational record is as follows: Graduate, Pratt Institute, 1902; student, Columbia University, 1920–21; student, University of Washington, Summer and Extension courses; student at various times of Douglas Donaldson, Pedro J. Lemos, and Ralph Johonnot; travel in Europe with School of Art under Henry Turner Bailey and Pedro J. Lemos, 1924; International School of Art in Austria, Poland, Czechoslovakia, Africa, etc., 1930–31; director of art, Seattle public schools, 1905.

In the 1932 summer session the entire art school will be conducted at the Oakland site, with no out-of-town class as in former years. The school campus, centrally located and consisting of a four-acre tract, beautifully wooded and gardened, is ideally adapted to summer study, and in particular to the study of art.

The California School of Arts and Crafts is authorized by the State Board of Education to provide teacher training leading to special credentials of secondary grade in art. This credential authorizes the holder to teach art and craft subjects in the public schools of California. As the curriculum of the School of Art education includes all prescribed courses, work toward the issuance of the above credential may be completed entirely at this institution.

ROY CLOUD'S REPORT of the C. T. A.'s activities in the May issue of the *Sierra Educational News* should please and satisfy the members. He treats the unemployment situation, the placement bureau, publicity, salary conditions, new forms of revenue, etc. Mr. Cloud has correlated the activities of the various phases of the C. T. A. with success. In every organization there are high and low tides and some débris on the beaches, but Mr. Cloud has always endeavored, without the spirit of selfishness, to work for the good of the entire membership.

ON POETRY, by Andrew Smithberger and Camille McCole. Published by Doubleday, Doran & Co, Garden City, N. Y. This book is a lucid, appreciative study of poetry. The authors discuss the philosophy and the nature of the art; then they define rhythm, meter, rhyme, and finally describe the various forms of poetry. Price $1.

THIRD YEAR LATIN, by Harry E. Wedeck. Published by D. C. Heath & Co. Price $1.96. This book consists of five parts. Part one embodies four speeches of Cicero, In Catilinam one and three, De Imperio Cn. Pompei, and Pro Archia. Part two consists of other selections from Cicero. Part three consists of selections from a variety of Latin prose authors. Part four is a collection of epitaphs and other inscriptions. Part five consists of selections from Ovid. This is a new treatise on a little-known subject.

WILLIAM MAX SMITH, assistant superintendent and rural supervisor of the Tulare County Schools, in charge of guidance, physical education activities, and child welfare and coördination activities for the elementary and high schools of the county, has been elected district superintendent of the schools of Merced. Mr. Smith has received his training at Pomona College, Fresno State College, University of California, and has specialized on school administration. He enlisted for military service in 1918. Mr. Smith was principal of the Orosi School, in Tulare County, for a number of years, and has also had the distinction of serving for six years as a member of the Tulare County Board of Education.

CURTIS E. WARREN, who for eight years has been superintendent of the Marysville District High School and Yuba County Junior College, has been unanimously named by the Board of Education as superintendent of the Burbank schools. He will fill the position made vacant by Frank Henderson, who accepted a position as superintendent of schools in Santa Ana. Mr. Warren is a graduate of Los Angeles High School and the University of Southern California.

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WESTERN SCHOOL NEWS

H. S. Upjohn, formerly Superintendent of Los Angeles County Schools, has accepted the position of City Superintendent of Schools of Long Beach. Mr. Upjohn has recently returned from a trip abroad.

Percy Davis, City Supernitendent of Santa Ana, has been elected Superintendent of the Santa Monica Schools, vice F. T. Martin, resigned.

F. A. Henderson, City Superintendent of Burbank, has been elected City Superintendent of Santa Ana City Schools.

Superintendent Townsend of Santa Clara has recently passed away. It is reported that for the present the position of City Superintendent has been abolished.

George C. Jensen, assistant Superintendent of Schools of Sacramento, has been appointed principal of the Sacramento High School.

The Los Angeles Chamber of Commerce has complained that Los Angeles City is using out-of-date books. They overlooked such excellent books as "Southern California," by Doctor H. W. Fairbanks; "California History," by Wagner and Keppel, which has fine pictures of Los Angeles city and harbor and up-to-date reading material. "Our California Home" has 1932 material in it. The chamber of commerce has evidently overlooked the books written by Californians and published in California. Many copies of these books are in the City School Library and Public Library.

Vaughn McCaughey was one of the principal speakers at the California Library Association convention at Santa Barbara the week of May 9. Mr. McCaughey, in addition to his duties as editor of the *Sierra Educational News*, is manager of the speakers' bureau for Public School Week. He will represent the literature section of the Commonwealth Club at the Santa Barbara convention. The literature section is making a special study under direction of Homer Henley of the Public Library Service.

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3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities, shown on the above graph, and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership August 1, 1931, was 37,680.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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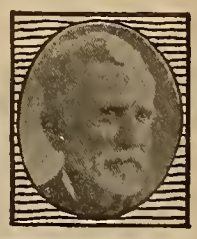
THE WESTERN JOURNAL of EDUCATION



News and Comments -- By Harr Wagner

A Forward Look.—Frances Effinger Raymond of the Gregg Publishing Company was the guest speaker at the Sequoia Club in San Francisco recently. She spoke in a delightfully humorous vein, but with an undertone of seriousness. After some slightly humorous and uncomplimentary remarks about the man's attitude toward women—especially married women—in the business and professional occupations, she said: "Prosperity is straight ahead. It will not surprise you by coming around the corner. Do not look around the corner, but straight ahead."

The budgets are now about completed, the decrease in the dollars represented will be more than made up in the increased purchasing value of the dollar. Then let us have a forward look and start on a commonsense plan of buying what we need. Enjoy life, and realize that the abnormal and the subnormal conditions are again normal. The lines of Joaquin Miller on Columbus express the ideas of America today:

> He gained a world.
> He gave that world its grandest lesson,
> "Sail on and on and on."

Curtis E. Warren, recently elected Superintendent of the Burbank Schools.

Curtis E. Warren, District Superintendent of the Yuba County Junior College District and Marysville Union High School District, has been elected Superintendent of the Burbank schools. Mr. Warren is an excellent school man, with qualities of leadership that have enabled him to build up splendid schools in the systems in which he has worked. He is a true Californian, being a graduate of the University of Southern California and having done all of his work in this state. He is a hard and enthusiastic worker, affiliating with local and state activities. His educational record is as follows: Graduate of University of Southern California; graduate work at U. S. C. and U. C., working for doctor's degree at U. S. C.; principal of the Antelope Valley Union High School from 1918 to 1924; principal of the Marysville Union High School from 1924 to 1932; organized the Yuba County Junior College District—the only county junior college district in California—in 1928; present position, District Superintendent of the Yuba County Junior College District and the Marysville Union High School District; past president of the California Teachers Association, Northern Section; now a member of the State Council, California Teachers Association; member affiliation committee for high school principals; one of four members of the new junior college affiliation committee which held its first meeting with university officials recently.

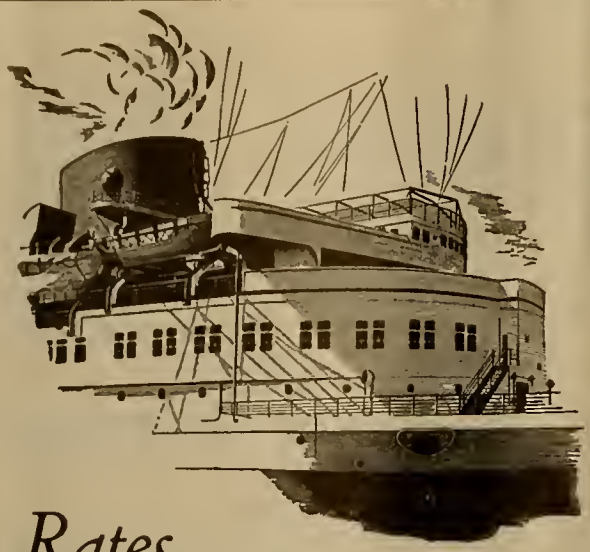
Public Policy vs. Politics.—The slogan of "Think of the Interests of the Children" and the defamatory yell of "politics" have resulted frequently in the defeat of some very desirable legislation. The California Teachers Association has decided, with the coöperation of the California Real Estate Association, California Farm Bureau Federation, State Grange, State Supervisors Association, and various others, in favor of an initiative measure to place a tax relief amendment on the ballot at the general election in November, 1932. Following are the provisions of the tax relief amendment:

1. Provides for tax relief for common property by abolishing required county elementary and high school taxes.
2. Requires the state to furnish the total amount of school moneys now required by the counties for elementary and high schools.
3. Directs the Legislature to levy a state personal income tax and a selective sales (luxury) tax.
4. Provides for equalizing school district taxes and educatioonal opportunities from state school funds.
5. Allows a permissive county tax for school purposes.
6. Requires county boards of supervisors to levy school district taxes within legal tax limits in accordance with district budgets.
7. Exempts school districts from required use of state and county funds for salaries, if district use 70 per cent of current maintenance budget (exclusive of auxiliary expenses) for salaries.

The law will effect actual property tax reduction in every school district, and will provide a more practical and effective means of taxing intangible forms of wealth. It is a matter of statewide interest, and the California Teachers Association, nearly forty thousand strong, are promoting the measure as a matter of public policy. It will lift some of the direct burdens of taxation from the small owner of tangible property and place the responsibility of maintaining our educational system on a more equitable basis.

Doctor H. W. Fairbanks, 552 Palm Avenue, Burbank, Cal., has recently delivered a series of lectures on the relation of geography to nature study in the Los Angeles schools. These lectures have been well received. Doctor Fairbanks will also lecture on the various aspects of teaching modern geography in all grades from primary to the eighth at the summer-school courses of the university college. He will also cover the method

[Continued on Page Eight]



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VOL. XXXVIII, No. 6 | SAN FRANCISCO, JUNE, 1932 | PRICE 15 CENTS

CALIFORNIA TODAY

A Unit of Work Done in Grades Five to Eight in the Oakville School, in Napa County

By MISS CATHERINE WILSON, *Oakville School, Napa County*

"CALIFORNIA TODAY" was presented to the group of children in grades five to eight, along with several other topics, for a large unit of work to be covered some time during the year in the school studies. They chose "California Today" when it became evident that most of them had never seen or heard of some of the places mentioned by two children in the group who had traveled about the state and had given interesting talks in oral language on the wonders of Yosemite Valley and Lassen National Park. They agreed it was important to learn as much as possible about their own state, since it is the place in which most of them expect to spend their lives.

The teacher suggested that in order to have a background that would make the points of interest in California more meaningful to them, the early history of the state should be studied. This study was stimulated by reading a book called "In the Days of '49" to the children.

As the interest and discussion relative to the unit of work progressed, the group decided that the forests, mountains, and water benefited California to such an extent that they should find out where these forested and irrigated regions of the state are located. This led to the decision to produce two maps of California; one was to be a relief map, while the other was to be a county products map.

In order to produce most accurately the county products map, it was decided that the best reference material would be material from the chambers of commerce of each county. It therefore became the duty of each child to select the counties to which he would write for this material. Everyone did his best.

While waiting for replies to these letters, the class read and studied the early history of California. As each one read, he jotted down the most important dates and corresponding events up to the year 1900. These were later reported upon, and unimportant items were discarded, as an outcome of group discussion. The best penman rewrote and arranged these items into book form. The book was illustrated with pictures and drawings. The fifth grade found the pictures, and when a drawing was needed one of the eighth grade pupils supplied it.

The rest of the pupils divided themselves into two groups to commence work on the maps. Two free-hand maps were enlarged from an 8- by 10-inch map and drawn on 4- by 6-foot plaster board. One was divided into counties and painted with poster paints.

By this time most of the reference material written for had arrived. The county pamphlets were arranged in sets according to the regional divisions found in Fairbank's "Geography of California." A leader was chosen for each region, and every one was assigned a topic to report upon. Relief maps were carefully studied, and as the reports were given mountains were drawn in place and different altitudes noted. The relief was made of paper towels and newspaper torn up and soaked in water. This was then mixed with salt and flour. Clay was provided, and as each person finished his report he had opportunity to model fruits, vegetables, and animals for the products map.

While studying the Sierra Nevada region and the Great Valley for moisture and rainfall, the group discovered the great value of the mountains and forests to the Great Valley. They realized that even though the Sierra Nevadas were a great barrier in the early history, the Great Valley was very dependent on them today for irrigation.

Conservation of our trees was strongly brought home in studying the Sierra Nevada and Coast Range regions. In the Sierra Nevadas, forests should be conserved, as they are such a factor in retaining the snowfall until summer, when it is needed in the valley. Forests also supply lumber and are great playground for the people from all parts of the United States. Real joy was expressed when the children found, through the reading of current events, that a number of clubs and federations were buying acres of redwoods for conservation purposes.

In the study of the Great Basin and Southern California, the value of water for irrigation purposes was presented. The need for dams in the mountains, to conserve the supply and prevent harmful floods, was reported.

These two important factors, forests and water, decided the colors to paint the relief map. Dark green was used for the forested areas, light green for irrigated areas, white for snow, and the rest of the map was left gray.

In studying San Francisco County, the children erected a dam across the Pit River and built a power-house near it. A factory building was placed at San Francisco, and hydroelectric towers were built by the boys to carry the electric power down the valley to San Francisco. In this way they came to appreciate the value of water for purposes of power.

One group of children became interested in making a mineral chart, showing the use of thirty-five minerals which had been collected.

Another group made a lumber chart on a huge piece of wallboard, showing twelve varieties of wood and the uses made of them for commercial purposes.

Time passed too quickly, and the groups were always begging for more time. There was no wasted time, as there was so much material to cover, many things to do, and each child was busy with a task suited to his special ability. The teacher found it necessary to get reading materials of varying difficulty for the group.

It was an inspiration and pleasure to watch these children develop during this activity. They overcame many of their own difficulties with only a helpful suggestion here and there, because of the keen interest they had in the project. They learned the value of coöperation in their work with others within the group. They gained skill in the handling of tools and materials, and became well acquainted with twenty-five reference books which they used for research work.

A lasting love for the State of California and a useful knowledge of her wide variety of surface, climate, and industry was acquired by the whole group.

[The above article was furnished by Helen Heffernan, Chief of Division of Rural Education, State of California.]

CALIFORNIA LENDS A HAND IN MEXICO

MEXICO CITY, June 3, 1932.

DEAR MR. WAGNER: I have not forgotten that I promised you some notes on the rural schools in Mexico, and perhaps by next month I shall be ready to send you a report of the trips I have made into the rural districts. At present I am swamped by the variety and scope of the rural work, and need more time to organize the information and impressions that have crowded these first weeks.

However, you will be interested to hear some news of two Californians whom I have met here, whose outstanding work in the schools of Mexico make me proud to claim them as compatriots—Miss Vesta Sturges and Miss Montana Hastings.

Miss Sturges is a graduate of Pomona College, whose undergraduate study of Spanish led her later to find a work of absorbing interest among the Mexican population of our border states. Through her study of the problems presented by these groups she was led finally to come to Mexico. Here she had the happy experience of being associated with those pioneer spirits to whom fell the task of reorganizing Mexican education after the revolution.

During the year 1926 she was a part of one of the early Misiones Ambulantes, or Traveling Missions. These groups of trained educators were doing preliminary pathfinding for the system of rural schools that is now functioning so admirably. From this task Miss Sturges was advanced to become the social director in an important piece of experimental exploration, the Permanent Mission at Actopan, in the State of Hildalgo.

In this district, one of the arid and less fertile regions of Mexico, are found the remnants of the native tribe of Mexicans called the Otomies. These people have fallen to a low level of culture during some four centuries of oppression. The problems involved in the effort to better their conditions of living and of raising their level of culture were peculiarly difficult. To these problems Miss Sturges has devoted herself for the last five years. The results of her work have been so valuable that they have commanded the attention of all educators who visit Mexico and they have given her a place among the leaders who are shaping the educational policies of Mexico today.

I spent nearly a week at the Actopan mission, and found it one of the most moving and valuable experiences of my life. The devoted lives of these modern missionaries have justly won for them the title of "The Franciscans of Today." It gives me great pride that through the leadership of Miss Sturges the name of California may be associated with this work.

Miss Hastings has found the field of her work in the schools of Mexico City. For several years before she came to Mexico, Miss Hastings had been a part of the school system of San Diego, as school psychologist. In her study of school children in this district she was confronted with the problem involved in the large number of Mexican children in the schools. In following out these problems she spent some time in New Mexico. Then, gathering together the accumulated data of several years, she turned her steps to the University of California, to work over her material and incidentally to acquire her doctor's degree.

When her doctor's thesis was all but ready for presentation, and most of the preliminaries had been fulfilled, Miss Hastings, with the true devotion of a scientist, felt her work needed to be checked by wider experience, with a group of Mexican children more typical than those in California. So off she posted to Mexico itself, leaving her degree, so to speak, dangling in the air! Today, ten years later, it is still dangling. Mexico cannot spare her long enough for her to go back and complete the formalities.

Miss Hastings's first work in Mexico was done with the coöperation of Doctor Chavez, at that time rector of the University of Mexico. With the collaboration of members of the Federal Department of Education, she tested and classified children in the schools of Mexico City until she felt that her material had been more adequately balanced. Then she began to prepare for the journey home. But at this point fate intervened. As she came out of the railroad office where she had completed reservations for her trip, she suffered an accident which laid her up in a hospital for many weeks in splints and bandages.

One day, as she lay there in a discouraged mood, Doctor Chavez came to visit her, with the news that she had been appointed to a position in the University of Mexico. Her work was to be the training of teachers in the technic of testing, to be carried out through the coöperation of the Department of Education. So successful was this work in its valuable results to the schools that in 1926 Miss Hastings was appointed to a position in the Department of Education as head of the work of mental measurement in the secondary schools, which position she still holds.

During these years she has tested some fifteen thousand children, and in addition has tested five hundred students in the school for native Indians here in Mexico City. In spite of the valuable results of her work, she is still as far from satisfied as ever. An important phase of her studies has been the adaptation of the standard tests—Stanford, Binet, Army Beta, etc., to the special problems involved in applying them to Mexican children. On these problems she still is working with indefatigable enthusiasm.

Miss Hastings was happy to meet someone to give her news of her old associates in California. She inquired with special interest for Joseph Marr Gwinn, with whom she served as assistant superintendent many years ago in one of the midwestern states. She delighted to know of the high esteem in which his work in San Francisco was held.

You will remember the letter that President Moore was good enough to give us, introducing me to Señorita Chavez, the daughter of the distinguished educator, Doctor Chavez, whom we all know through his lectures at the University of California. Besides the pleasure that I have had in meeting Señorita Chavez, I owe another debt to President Moore. It was through this introduction that I had the happiness of meeting another

one of that interesting group who shared in the great days of educational organization—Señorita Elena Landazuri.

Señorita Landazuri, after obtaining her degree in the University of Mexico in the field of music, went on to Chicago University, where she added another degree, this time in philosophy. During her years in Chicago she was drawn into an intimate share in the work of Jane Adams at Hull House and of Mary McDowell in the University Settlement, and was for a time assistant to Miss Grace Abbott. Rising out of her share in the labors of these great leaders, she was sent in 1921 as a delegate from the United States to the congress at Vienna of the Women's League for Peace and Freedom. At this congress she also represented her own country, Mexico. Returning to Mexico, she was a delegate from the Mexican Federal Department of Education to the International Congress of Education in San Francisco. Since that time she has been closely in touch with the developing program of social and educational progress in Mexico.

Through the help of this gifted woman, with her rich background of experience, I have had a rare opportunity to gain insight into the problems, the ideals, and the actual achievements of the post-revolutionary program of education in Mexico.

I hope to be able to embody some of the results of my contacts with these interesting women in a later report to you.

Sincerely, Irmagarde Richards.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

William P. Dean is principal of the Arrowview Junior High School, San Bernardino.

Miss Nellie E. Watkins is ending her first year in California as supervisor of kindergarten and primary grades of the Lynwood elementary schools. Miss Watkins is a graduate of the University of Minnesota. Before coming to Southern California, Miss Watkins was in charge of supervision at Iron Mountain, Mich.

Mrs. Josephine E. Hurley, principal of the Los Cerritos school, Clearwater, is ranked as one of the best first-grade teachers in Los Angeles County.

Spencer V. Williams, District Superintendent of the Downey Elementary School, has had such an increase in enrollment that the total now is almost that which the school had before the withdrawal of the seventh and eighth grades to the Downey Junior High School.

The La Cumbre Junior High School, Santa Barbara, of which William J. Kircher is principal, is an unusually attractive junior high school building. It is located on a 23-acre site chosen for the beauty of its natural setting. In the background are wooded hills and to one side are the flowering gardens of a large nursery. There are play fields of both dirt and grass. The building, of mission architecture in style, is aptly adapted for junior high school work. Large rooms, excellent equipment, wide corridors, ramps, give to the school a good atmosphere. Mr. Kircher is one of the leaders in junior high school work in California. He has taught in numerous summer schools, giving courses on junior high school problems.

C. A. Brittell, District Superintendent of the Hollister Schools, is in charge of the largest grammar school unit in San Benito County. He has had great success in Hollister in his more than eight years of work there. Mr. Brittell is a member of the San Benito County Board of Education.

R. L. Salmon is ending his first year as principal of the San Juan Grammar School. Mr. Salmon is a graduate of the Berkeley Teachers College and has done extensive work at the University of California. Previous to coming to San Juan, Mr. Salmon taught in various schools in Tuolumne County, particularly Standard City and Jamestown. Before that he had schools in San Joaquin and Tulare counties.

Carroll C. Atkinson, principal of the Frémont School, San Luis Obispo, is a wide-awake schoolman and is making a fine reputation as speaker and editor of the *California Principal*, which is published by the central coast section of the Elementary School Principals Association.

The Clearwater grammar schools under District Superintendent Howard Nelson Tanner have increased to three in number. One of the improvements of the past year was the building of a kindergarten as a separate unit on the Roosevelt School campus. This kindergarten building is most attractive and unique in the fact that it is one of the first buildings constructed with a new eight-inch tile, a new product of the Simmons Brick Company of Los Angeles. The tile is used to build an eleven-inch wall with a space in the center. The tile face on the inside of the room does not require plastering. In this case it was painted a light green and added to the attractiveness of the kindergarten setting. The ceiling of the room is wooden beams. Four thousand dollars was spent in this unit, which is the beginning of a new primary unit for the Roosevelt School.

One of the delightful occurrences of the end of the school year at El Monte in the grammar schools of Frank M. Wright, District Superintendent, was the presentation May 20 of the operetta, "Uncle Sam's Visit," in commemoration of the bicentennial of Washington's birth. Five hundred children participated in the pageant. Ten different nations were represented in costume and in dances and drills. The pageant was under the direction of Mrs. Mary Hayes, upper grade teacher of music and dramatics. She was most capably assisted by committees of teachers of the whole school.

Frank M. Wright, District Superintendent of the El Monte Schools, has cut down the pupil classroom failures by one-third. Pupils not doing passing work are assigned to special classes that are held before school or after school. The assignment to such classes is not made complementary. The reaction is that the pupils work to keep out of the special classes.

J. Hampton Watts, District Superintendent of the Baldwin Park Schools, is ending his eighth successful year in his present position. From the viewpoint of running an economical system yet one of sound education, Mr. Watts has made a great record. The system is comprised of two schools and a kindergarten. The district enrolls nine hundred pupils. It employs thirty-three teachers, three bus drivers, two janitors. Three busses transport the pupils. In an analysis of school costs, Mr. Watts has shown his community that the grammar school tax rate is the same as that which they pay for the support of their ten-acre city park. No cut in salaries is contemplated.

Miss Gladys Hansen is in charge of the new art department recently established in the Baldwin Park schools.

For the past three years Alfred H. Jones has been District Superintendent of the East Whittier School. Mr. Jones is a graduate of Whittier College. He received his M.A. degree in education from Harvard University. His previous school experience includes teaching in the Brea High School, the Bell-

flower schools, and a position in the psychology department of U. C. L. A.

When Mr. Jones came to East Whittier three years ago a violent earthquake had wrecked the East Whittier school building, which had been called the model rural school of the United States. East Whittier is situated over an earthquake fault. A new structure had to be constructed earthquake proof, as earthquake insurance was prohibitive. For $200,000 was built a new plant that includes in itself the latest improvements for modern teaching. The style of construction follows the mission motive. Outside corridors connect the various portions of the plant. The auditorium seats five hundred and is most attractive. There are sixteen classrooms. Each classroom has a different color scheme of decoration. The classrooms are five or six feet larger than the usual classroom, which allows in the back of each room space for library tables and room for activity work. In some classrooms the desks are placed at a 45-degree angle from the light, this gives a clear vision of the blackboards to the front and right side without turning in the seats. For rainy weather there are playrooms in the basement under cover, in addition to gymnasium space. The outside driveways are so arranged that busses can drive right up to doors and load without letting children get wet in inclement weather. Manual training and home economics departments are well equipped. The cafeteria is of the best. A full-time nurse is employed, and there are specially equipped quarters for her work.

Mr. Jones's great problem is to run a school that has increased in enrollment 300 per cent within the last ten years, while the value of the property for assessment purposes has dropped 50 per cent.

E. R. BERRY, District Superintendent of the La Habra Grammar School, has added some decided improvements to the school plant this last year. A new vocational unit of shops and home economics has been erected and equipped at a cost of $13,000. The plant now consists of fifteen classrooms, with art, music, cafeteria, and shop rooms in addition.

The outstanding accomplishment of the year under Superintendent Berry has been the health program devoted to preventive and corrective health measures. This program has been accomplished without the help of a school nurse, but has been in conjunction with aid from the Orange County Health Department. The school employs a school physician who makes periodical examination of the pupils. It is then up to the various teachers to aid when corrective physical exercises are needed. A dental clinic is one of the new developments. Organization help from La Habra citizens is used to aid those children whose parents cannot afford to have their children treated medically. The fact that La Habra has been made a center for itinerant Mexicans has complicated the relief problem. Two hundred and forty-five Mexican children have been fed daily throughout the winter.

DON T. DELMET is ending his third year as District Superintendent of the Norwalk Grammar Schools. Mr. Delmet finds himself in the enviable position of a school executive in a community that is not hard pressed for school funds. Norwalk is in an oil region. The district's evaluation is in the $11,000,000 region. The trustees and Superintendent Delmet have been running the school finances on the pay-as-you-go basis. At present there is a $75,000 reserve, with which the trustees are considering the construction of a new administration unit consisting of auditorium, administration suite, and classrooms. If the unit is started this summer a portion of the plan will be completed. The rest of the unit will be completed as tax moneys come in.

The Norwalk system consists of two schools, twenty-two teachers, and 675 pupils. Four hundred children are transported in four busses.

Mr. Delmet is a graduate of the University of Michigan of the class of 1922. He has received his M.A. degree from U. S. C. Before coming to Norwalk, Mr. Delmet was principal for four years of one of the Montebello grammar schools. Mr. Delmet has an important part in his community. He is president of the Kiwanis Club and president of the Boosters Club. He holds life memberships in the N. E. A., the Society of Occupational Research, and the Michigan Union.

LYNWOOD is situated south of Huntington Park, within the metropolitan area of Los Angeles, upon land that a few years ago was given over to orchards and grain fields. It is now a populous community of many thousands. For the past five years, C. F. Mercer has been District Superintendent of the Lynwood Schools. During these years the school population has increased from nine hundred pupils, including the seventh and eighth grades, to fifteen hundred pupils without the seventh and eighth grades. In that time Mr. Mercer has supervised the construction of three new schools—the Lindbergh, the Lincoln, and the Washington—at a cost of $243,000. One of the particular features of the placement of the Lynwood school sites is that they are so situated that all of the pupils are within walking distance and have to cross no major boulevards. Further construction at the present time consists of adding five rooms to the Woodrow Wilson School. Mr. Mercer and his board of trustees are attempting to maintain salary schedules and will do so if the tax moneys permit. The tax rate has been reduced this past year and will be reduced more. In appreciation of Mr. Mercer's work at Lynwood, he was offered and has recently signed another four years' contract. This is the seventeenth year that Mr. Mercer has been in charge of a school system. He is a graduate of the Southwest Teachers College, Missouri, and also of Montana University. He has attended Idaho University, and is working for an advanced degree from Stanford University.

MISS INEZ DURNFORD is District Superintendent of the Hawthorne Schools. The system is comprised of six schools, employs forty-six teachers, and enrolls thirteen hundred pupils. Miss Durnford is a U. C. L. A. graduate. Previous to her election to the superintendency, Miss Durnford for six years was principal of the Eucalyptus School in the same system.

[CONTINUED ON PAGE TEN]

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A LESSON ON NATURE STUDY

By Karl S. Hazeltine,
Associate Professor Nature Study, State Teachers College, San Jose, Cal.

Correlated Nature Study—Birds

Objective.—There have been so many teachers who have wanted to teach nature study, but who have felt that they did not have the time to devote to it, that it was suggested that a plan for correlating some nature subject, as birds, with the other things which should have a place in the curriculum might be valuable. The objective is to outline certain phases of the topic of birds in such a way that the teacher may choose those which are best fitted to the work and the location in which he finds himself. There may be other aspects, activities, or relationships which should be used; if so, it will be the teachers' opportunity to initiate them and make the work real to the children. It is hoped that the work done may be used later on as an exhibit for some occasion, as Public School Week, or other project in which the whole class may put together the lesser parts to make a worthwhile whole.

The Plan.—Each child would consider himself a member of a committee to work toward the completed project. If it is a rural school where there are pupils in classes from the first grade to the eighth grade, the younger children may be given those activities which are suited to their age-grade ability, while the more advanced could act as chairmen of the committees and do the harder tasks. The set-up should be such that each child would have work to do which would add to the final outcome, and in this way it would be social in nature.

In order that it may be as concrete and practical as possible, the following six topics are suggested as committee assignments: government, transportation, health, shelter, food, and protection. Each of these may have different aspects which should be taken into consideration as may be seen later. Some may require reading, some may be fitted to dramatization, some may need manual endeavor in order to show to the best advantage, but all may be built into a completed whole which will allow every subject in the curriculum to be used in such a way as to be meaningful to the children. The motivation of any community enterprise is comparable to a plan of this nature.

The following suggestions are some which may be used by the different committees.

Suggested Outline: Government.—Find out what the government has done to protect the birds. What are game laws for? Why should Canada and the United States have the same game laws regarding certain ducks and geese? Why would it be unwise to allow every boy, who would care to do so, to kill birds at all times? Make a list showing which birds in your neighborhood should be protected and those which are not to be protected because they are considered harmful? See if you can find out why the government made a law to keep men from taking egrets. Suggest several laws which you think should be passed to make it more safe for the beneficial birds. Find out how the state or your county could pass such laws. Why should one obey the laws relative to protecting helpful birds? Find out why it would be a splendid thing to have a law to keep boats from allowing the waste oil from running out into the ocean. Should cats who are allowed to run wild be killed by law to protect the birds? Write a letter to the California Fish and Game Commission, 905 Russ Building, San Francisco, asking them for a copy of the latest game laws. Who enforces the game laws in your community? Ask him to speak to your classes. Make a calendar showing the twelve months, and from a study of the game laws show which birds may or may not be killed each month.

It may be that certain actions among the birds would lead you to believe that birds have rules or laws for their conduct. Can you watch and see what might be called some of these laws? Notice whether there are any birds which will protect the territory about their nests. Do they drive away all birds or only those of the same kind as themselves?

Transportation.—In considering this topic we shall think of the way birds transport themselves and their food rather than the way in which we transport them. The carrying of day-old chicks without food is made possible by the fact that they have the stored food from the egg which will last them for some time. It is more interesting to study the other aspect. We shall take into account the type of flight, the different kinds of feathers, whether or not the birds fly mostly or spend the greater part of their time on the ground. If they are found mostly on the ground or on the water, how they move about.

Make a series of drawings of tracks of birds which you find near the school. Note a chicken's track. Does the toe on the outside of the foot extend a greater distance from the middle toe than the one on the inside? Why is this true or not true?

Make a series of sketches showing how the feathers of the tail differ from those of the wing. See if you can find feathers which have a great deal of soft fluff. Where are these soft feathers found on the bird? Why are there more of these on a duck than on a hen? Do pin feathers grow from the skin? Do they resemble the mature feathers? In what way do they differ? Open one up and see if you can find a feather or just some dark liquid. How do you account for this? Take a large feather from the wing of a bird. Pull the webs of the blade apart near the tip and see if you can make them cling together again. Why is this possible?

Note the flight of a duck, a woodpecker, a humming bird, a goldfinch, or other birds. How do the flights of these birds differ? Allow the younger children to use their arms as if they were wings and imitate the way common birds fly.

Study the part the carrier pigeon had in winning the world war. See if you can find what the record for carrier pigeons is for a certain distance. Do you think that pigeons are trained for this work?

Note a large bird such as the red-tailed hawk or a turkey vulture. Watch how they soar. Do they have to flap their wings more in the early morning when it is cool or in the afternoon of a warm day? See how the air rises over a hot stove. Do you think that the air rising over the warm earth might set up currents which would help these birds to fly? Do gliders depend on these currents also. Do the birds in soaring turn into the currents from time to time?

Watch birds which move about on the water. How are they adapted to move so easily? If possible, study the feet of a duck, a chicken, a woodpecker, and a swallow. How are each adapted for the work they are required to do? List birds which carry things in talons and those which use their beaks.

Find out, if possible, what birds nest in the Arctic Circle. Get information on how long it takes them to make the trip there and back. Figure the approximate speed they make if they are nesting for a week while away. Make a map showing migration routes.

Health.—Do you think that good food, clean water, and a dry place to roost will keep chickens more healthy than if they did not have these things? Why? Do birds ever carry diseases which may be contracted by people? What is "parrot fever"? Why do doctors allow some people who are not well to eat fowl when they may not eat other meats? Are eggs easy to digest? Is there much nourishment in eggs? Do some birds help to protect our health by cleaning up waste material? Do gulls keep our waterways clean by feeding on the waste? Is this beneficial? Why were birds kept in the trenches during the world war? Try to find out what happens to water birds if the water in lakes gets too alkaline. Are eggs which have been kept in cold storage healthful?

[Continued on Page Nine]

The Western Journal of Education

HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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THE WESTERN JOURNAL OF EDUCATION

609 Mission Street, San Francisco, Cal.

VOL. XXXVIII JUNE, 1932 No. 6

NEWS AND COMMENTS

[CONTINUED FROM PAGE ONE]

of teaching the geography of California. Doctor Fairbanks has written many textbooks, including "Europe," "North America," "South America," and "Home and Its Relation to the World." a textbook on "California" and one on "Southern California." These books are of great value.

SUPERINTENDENT LAWRENCE E. CHENOWETH was recently re-elected City Superintendent of Schools for Bakersfield for a new four-year term. The city Board of Education adopted an economy program, including a new salary schedule. It is understood that the program is generally satisfactory to teachers and taxpayers. Superintendent Chenoweth is a diplomat as well as an educator, and has a remarkable record for success as an educational leader. He has been a teacher, a member of the State Board of Education, a deputy state superintendent, a county superintendent, an institute lecturer, and is at present a member of the State Curriculum Commission and City Superintendent of Bakersfield. His experiences as a newspaper man has enabled him to edit and publish the most attractive bulletin. His work along the line of official publications has not been equaled in the state.

WALTER HEPNER, Superintendent of San Diego Schools, keeps his people well informed through a well-edited bulletin. It is inexpensive in form, and contains from time to time carefully written comments by Superintendent Hepner. The following example deserves a place in our educational philosophy:

"One of the most common errors in the thinking of many people is that education consists chiefly of memorizing something. In our schools and homes we can see to it that our children memorize the constitution, but it does not mean that they will respect law. We can teach the eternal verities, but we may produce citizens whose habits do not conform to their knowledge. Education is more than content. It is *method* also. The public often misunderstands the schools because of changed methods, but the schools are trying to train a generation of children who will obey the amendments to the constitution and will have but little use for rear-vision mirrors in automobiles. Not only must we know the law, we must obey it. The development of this desire to understand and to obey the law is one of the most important aims sought in the new methods of civic teaching in our schools."

THE COMMONWEALTH CLUB of San Francisco, literature section, Homer Henley, chairman, has been holding some very interesting meetings. The subject of the meetings of March 9, March 18, and April 6 has been "Public Libraries." Mr. Kaiser of the Oakland Public Library was the guest speaker on April 6, Susan T. Smith of the Berkeley Public Library on March 18, and Robert Rea of the San Francisco Public Library on March 9.

Mr. Rea read a short paper preliminary to his informal talk; a paper that set forth in illuminating style the functions of the average public library as it exists and as it should be; what the public library should stand for; its problems, aims, and hopes; calling it part of the public school system of the nation, and naming for its slogan the continuance of adult education. He then followed the paper with a short history of San Francisco's Free Public Library.

It was founded in 1878, the Governor of the state appointing as its trustees Messrs. Tobin, Sloss, and Henry George, the father of the single tax. The library has always had admirable trustees. The present board includes R. B. Hale, Judge Sloss, Arthur Kellum, and Miss Laura McKinstry.

The great fire of 1906 destroyed every one of the 160,000 volumes contained in the library. It now has, however, 460,000. There were then four library branches—now there are sixteen.

In 1906 about 800,000 books were in annual circulation—now there are 4,000,000.

The departmental type of library is more popular with the public, but is more expensive to run. The San Francisco Library is made up of the following departments: Reference, reading, periodical, children's room, music department. It would be desirable to have a technical department, but it would cost $20,000 to install. The library has the space, but is unable to get the money from the Board of Supervisors as the library tax is now 4 cents.

San Francisco is annually asked for about $378,000 for maintenance. Of this amount, in the neighborhood of 25 per cent is for books, $23,000 for binding, $16,000 for periodicals, and $140,000 for salaries. The average of 25 per cent for books is a high average in the United States.

The library has a business library in the Russ Building that is growing and which will soon outgrow its two rooms there. It is largely used. The musical library is one of the best and largest in any public library in the country. Certain rooms have been set aside for exhibition of fine books, fine bindings, and fine examples of the printer's art. These have been fitted out by private donations. The library also possesses an art department rich and varied in works of interest bearing on art subjects.

R. F. ESSERT, District Superintendent of the Artesia Grammar Schools, has developed an educational program that has merited the attention of educators throughout Southern California. Pupils are given opportunity to work to the limit of their abilities.

HELEN HEFFERNAN HITS THE NAIL

THE RURAL TEACHER has over twenty-five or thirty classes to teach each day, from the first grade to the eighth, inclusive. The task she has is gigantic compared to that of the city teacher with one class. Yet the city teacher has unlimited resources to draw from in the way of adequate materials, thorough supervision from city superintendent, principal, general supervisor, and special supervisor. She has the latest equipment, buildings, and library facilities. Of course, there is a reason for this. It is to be found in our system of supporting education; our system of taxation. Education is a function delegated to the state. The state has a definite policy; takes the responsibility of carrying on an educational program, which should be equally kind and beneficial to the country as to the city child, yet for every dollar that is available in rural areas there are many times that for the city child. *There is one and only one way to remedy this situation: an equalization plan whereby a child living in the richest section of the state or in the very poorest section of the state will receive equal educational opportunity in our California public schools. Much work is now being done on this vital problem. Investigate it. Make recommendations.* Urge the adoption of an equalization plan in the State Legislature. Your children are entitled to it. Education is a state function and should be more generously supported by the state. Rural supervision is a step to give the rural child a somewhat more nearly equal chance.

A LESSON ON NATURE STUDY

[Continued From Page Seven]

See if you can find the names of some diseases which affect birds. Do these ailments become contagious to the rest of the flock? How may they be overcome? Do any insects ever attack poultry and weaken them so that they are more easily stricken by disease?

Food.—Make a list of as many birds as you can think of which are eaten for human food. Why are some birds which eat fish not desirable for food? Can you visit a place where poultry are killed for market? What precautions are taken to keep them sanitary?

Eggs of many birds are used for human food. Look through the cookbook and count the various recipes which call for eggs. Which chickens lay brown eggs? Which white? Are the brown eggs as healthful as the white eggs? Do they bring as good a price on the market?

Make a study of the food of various birds. Note the type of bills of those which get their food from the water. From the shape of the bill of a goldfinch, would you expect it to live on seeds or insects mostly? Could a humming bird eat seeds with a bill such as it has? Why? Make a list of birds which you have actually seen eating and classify them as to seed-eating birds or insect-eating birds. Do you think the seed-eating birds would be more likely to cause damage to our crops than those which eat insects? Read up in the literature of the Fish and Game Commission and find out what good the meadowlarks do for the farmer. Are English sparrows considered harmful? Why? What birds eat small mammals? One owl brought in rats, gophers, field mice, and ground squirrels in one night for her four owlets—enough for each one to have three and there were two left over. How many were brought in? Have you ever seen a roadrunner? They eat lizards. If they should swallow a lizard which is too long to swallow at once they will let the tail hang out of their mouth until there is room for it.

Watch to see what birds can climb a tree trunk in feeding. Which ones can go down a tree trunk headfirst when looking for food? Watch a bushtit as it swings under a twig upside down.

Very often the type and abundance of food which the bird wants is the factor which will cause it to settle in a certain location. Make a feeding tray and put some seeds, some suet, and other foods on it. Watch the birds which come to feed there. Why do you suppose that you find so many woodpeckers around places where there are oak trees? Estimate the number of acorns in an old valley oak tree. Do the acorns fit the holes well? Does the woodpecker have the acorn there when it is making the hole? Does it make the hole and then fly away and get the acorn? If the latter is true, how can they be sure that they will fit? Watch and see if you can answer these questions.

Shelter.—Birds will be found where there are conditions which make for their shelter—where they will find a suitable place for their nests. Sometimes the niche will be limited to such an extent that one may find nests only within a hundred feet of the place where they were previously found. The nests themselves are in reality the shelter for the young birds.

The snowy plover will hollow out a little depression in the sand in which she will place a few bits of shell or pebbles. This is her nest. It may be thought that this little bird does not care for its eggs, to allow them to lie out there on the beach. If you will look at the eggs you will see that they resemble the pebbles and the sand so much that they are less conspicuous than if they were in a more elaborate nest. The killdeer lays her eggs in an area where there are stones which look like the eggs and makes no nest. These nests do not take very much work on the part of the mother bird.

A bushtit will build a nest in some tree or shrub which matches its surroundings to such an extent that it is very difficult to find it. This nest is a hanging affair with the opening in the side near the top. It is fastened together with spider webs. The nest of a humming bird or an oriole will also give an idea of the way in which an elaborate nest is made.

Then the materials which go into a nest are sometimes indicative of the bird which made it. The goldfinch will line her nest with soft down from the willow or cottonwood or from thistles or other sources. The foundation may be grass fibers. The robin has a tendency to line her nest with mud, whereas the Brewer blackbird will travel miles to find horsehair to make the lining for her nest. There are many birds which will use hollows in trees for their homes. A flicker and other woodpeckers may make the hole themselves. Bluebirds and owls may find a hole for shelter. There was a pair of turkey vultures which made their nest in the bottom of a hollow oak. If the tree had not been split by a storm the secret might have been kept longer.

Make a census in which you find all the bird nests in your community. Look in trees, along the marshy shores of ponds, in bushes and shrubbery, and even under bridges or in the cliffs. Make a map of the territory and show the places where the various birds had their nests.

Make a large picture on the blackboard showing a large tree, some lower brush, a bridge, some buildings, a hollow limb in another tree, some cat-tails by the swamp and an old sycamore tree by a little stream. Now cut out birds to represent the following, or others which you may find, and place them in the proper places with thumbtacks. If it is too hard to make the birds themselves, then you may make slips of paper with names on them. Perhaps the following will help you in this: In trees, orioles, linnets, and grossbeaks; in the lower brush or shrubbery, bushtit, goldfinch, towhee, and song sparrow; under a bridge, the phœbe or in some cases water ouzels or dippers; about buildings, barn owls, swallows, and English sparrows. A hollow limb may hold a flicker's nest, the home of a bluebird, woodpecker, or owl. By the swamp white-crowned sparrows, marsh wrens, ducks, or blackbirds may be found nesting. The top of the old sycamore tree might have a nest of some magpies or a hawk. These are just a few suggestions. See if you can add to this list.

Make some birdhouses to see if you can get the birds who live in them for study at school. It is essential to have the proper opening for the houses. Wrens like the opening the size of a quarter, while bluebirds need a larger opening.

Watch carefully to see if you can find birds carrying nesting materials around the school. Follow them to discover their nests. Put out bits of string and thread, cotton, dried grasses, bits of moss, and small strips of cloth. Will the birds take these to use in building their nests?

Count the numbers of trips that the mother birds make to the nest with food. See if you can determine what kind of food the mother brings. Does she fly directly to the nest? Note how the mother gives the little ones this food. Does she seem to swallow and regurgitate it by pumping it into the little one's mouth as a humming bird does? Does she carry it in her bill? Do the little birds have the power to go out and hunt for food shortly after they are hatched or do they depend upon the mother to bring it to them? List as many ways as you can in which the little birds get their food.

Protection.—Birds may protect their young or themselves in many ways. If you can find a mother quail with some little ones, notice how she signals when danger is near. What do the little quail do when she sounds the warning? Have you ever seen an old goose chase a dog or cat away from the young goslings? It is a funny sight. The cat or dog knows when it is time to leave, as the old goose, with wings spread wide and hissing, comes right at it. Young barn owls will protect themselves by throwing themselves on their backs and make their sharp claws move very rapidly. They can inflict a nasty scratch. The mother of a young turkey vulture or even the young themselves will regurgitate the old decayed food from the stomach to frighten off the intruder. Perhaps the best way most birds have of protecting themselves is by getting out of the way. Some birds have color patterns which fit into the natural surroundings so well that as long as they stand per-

feetly still they are hard to detect. The bittern has dark stripes down its neck which makes it look like the shadows in the tules where it feeds. When frightened it will hold its head up in the air and stand motionless.

Make a picture with some colored pencil and then look through a piece of glass of the same color. Does the picture show plainly? Why do you think that this takes place? Would a brown bird be as easily seen in a brown marshland as a blue, red, or black bird?

Work out a little play in which five common birds are dramatized as telling how they protect themselves.

Play a game in which all the children are divided into equal groups with their backs together, half facing east and the others looking west. About ten yards in front of each line of children make a mark parallel to them. Name a bird which protects itself by flight. Then all the children facing east turn and run and the others try to catch them before they have crossed the line. If a bird which protects itself by its color is named, the other children try to catch those looking west. If caught, the child stays on the side of which a member caught him. See which side has the most left at the end. This side wins the game.

CONCLUSION.—Other topics may be treated in like manner, as communication, recreation, or accumulation, or other nature subjects may be used as insects, mammals, or even plants. It is hoped that the plan has been suggested in such a way that the teacher may add to it. It will be noted that there are opportunities for the use of reading, writing, grammar, arithmetic, spelling, art, manual training (or hand work), citizenship, geography, health, dramatics, recreation, and general science in its biological and physical aspects.

HELPFUL BOOKS AND MATERIALS.—The books listed below have been found helpful in developing this type of project:

WESTERN NATURE STUDY—No. 2, Vol. I—Birds. San Jose State College, San Jose, Cal.

BIRD LIFE, by A. A. Allen. Van Nostrand & Co., New York.

NATURE STUDY ILLUSTRATED—A film strip for projection of still pictures. How Some Animals Get Their Food, Nesting Birds, How Some Animals Protect Themselves. San Jose State College, San Jose, Cal.

BIRDS OF THE PACIFIC STATES, by Ralph Hoffmann. Houghton, Mifflin & Co., Boston, Mass.

BIRDS AND THEIR ATTRIBUTES, by Glover Allen. Marshall, Jones & Co.

A FIELDBOOK OF NATURE STUDY, by E. Laurence Palmer, Slingerland Comstock Company, Ithaca, N. Y.

BIRD HOMES, by Dugmore. Doubleday, Page & Co., Garden City, N. Y. (Out of print, but to be found in second-hand book stores.)

THE NATURE ALMANAC. Palmer and Pack. The American Nature Association, 1214 Sixteenth Street, S. W., Washington, D. C., gives definite references to back issues by *Nature Magazine.*

THE NATURE MAGAZINE. The American Nature Association, Washington, D. C.

PAMPHLETS FROM THE FISH AND GAME COMMISSION. Russ Building, San Francisco, Cal.

BIRD WATCHING IN THE WEST. Harr Wagner Publishing Company, San Francisco, Cal.

JOTTINGS OF A TRAVELING BOOKMAN

[CONTINUED FROM PAGE SIX]

LAWRENCE E. CHENOWETH, Superintendent of Bakersfield City Schools, has made a reorganization of his staff in his administration of the city schools. The Superintendent is in direct charge of all administration, with two divisions—one of business administration and one of educational administration. James H. Parker, Assistant Superintendent, is in charge of the business administration of the city schools. On the side of educational administration, Mr. Chenoweth has made three directors. These are director of elementary education, with R. T. Neideffer in charge; director of child welfare, with Alfred Ames in the position; and the director of special education, with Mrs. Lennice C. Eyraud as director.

Superintendent Chenoweth has adopted the educational doctrine that supervision of the teaching force shall now be accomplished through the principal. The directors of education will consult with the principals and through them educational direction will be given to the teaching force.

Mr. Neideffer, as director of elementary education, will be on an eleven-month basis, and will devote his work to research, supervision problems, and course-of-study construction. Mr. Ames, director of child welfare, will be on a twelve-month basis, and will handle the summer playgrounds in addition to his regular duties of research, attendance department, and physical education work. Mrs. Eyraud, as director of special education, will have charge of the art, visual instruction, industrial and applied arts.

For this next year, Superintendent Chenoweth is setting up in East Bakersfield, in the Washington School,, a junior high school program to parallel the work given in the Emerson School in Bakersfield.

Three hundred and twenty-seven pupils were graduated from the eighth grade in Bakersfield the tenth of June.

Among the many things Mr. Chenoweth inaugurated this year was the method of securing contact with the fourteen P. T. A. groups in his city. Instead of appearing at the meeting of each group once or twice during the year, he appointed a person in each group as his secretary to read a written message at each meeting. These messages took up the color of the period of the year, and also at each meeting gave an opportunity to make clear the school's position in matters of educational interest. These messages for the year have been collected and bound together and give a composite of the year's problems.

Perhaps the most artistic accomplishment of the past year was the inauguration of the half-hour that was held on the first Thursday of each school month in the auditorium of the Emerson School. Here was presented a program of radio compactness, of music, poetry, philosophy, humor, pathos. The doors closed at 4 p.m. sharp and no applause was permitted.

THE ELEVENTH ANNUAL May Day pageant was given by the grammar schools of Azusa at the Intermediate School grounds on May 20. Superintendent C. C. Carpenter and his corps of teachers collaborated as a whole in the writing and presentation of the pageant. The theme this year was based on the life of Washington and is titled "Our Country Past and Present." Twelve hundred pupils participated in the performance, and a crowd of over five thousand witnessed the spectacle, which, with the passing of the years, has become a featured event in the civic life of Azusa.

WITH REDUCTION of expenses of school costs their motive, the trustees of Whittier city schools have made the following wage reductions: For those below $1700, 12½ per cent; between $1800 and $2800, 16⅔ per cent; over $2800, 20 per cent.

THE OXNARD PUBLIC LIBRARY held its silver anniversary reception on May 15 under the direction of Miss Ethel Carroll, librarian. This library for many years has been giving big-town service in a small city under the capable direction of Miss Carroll. The records of numbers of titles, cardholders, and circulation is very illuminating. The library opened in 1907 with 1668 volumes and 237 cardholders. In 1922 the record was 12,587 volumes, 2804 cardholders, 43,803 circulation. The 1932 numbers had increased to 32,994 volumes, 5527 cardholders, and 158,776 circulation. One of the delightful features of this June was the giving out of 452 reading diplomas to children of the community. This was an increase of one hundred more than last year.

C. C. CARPENTER, Superintendent of the Azusa Grammar Schools, this year presented a very analytical report of the sources of the school revenues and the proposals for the expenditures for the ensuing year. This analysis shows that 40 per cent of the revenues comes from the state, 40 per cent from the county, and only 20 per cent of the amount raised is levied under the direct control of the local trustees. Superintendent Carpenter has figured out a budget that calls for a substantial tax decrease at the expense of only 4 per cent and 5 per cent reduction of teaching salaries.

BOOK REVIEWS

One Hundred Years in Yosemite, by Carl Parcher Russell, field naturalist, United States National Park Service. Published by Stanford University Press, Stanford University, Cal. Price, $3.50. Forty-four illustrations.

Doctor Russell centers his attention on the discovery of the valley by the white man and its subsequent growth into one of the most popular, easily accessible, and magnificent of the national park areas. This history of the Yosemite country is written largely from materials dealing with the American and his activities there—the collection of the Yosemite Museum. In the pages of this book we find the story of the trapper, the soldier-explorer, and the Yosemite Indians.

The Stanford Speller, by John C. Almack, Ph.D., and Elmer H. Staffelbach, Ph.D. Laidlaw Brothers, publishers. For grades two to eight. A separate book for each grade. Price, 24 cents.

Some of the outstanding features of these books are as follows: A list of the most frequently used words; more words than are found in the "word list" type of speller; provisions for the pupil's own word list; provision for training in pronunciation and use as well as spelling; continuous motivation through pupil activity; systematic reviews and drills when and where needed; thorough training in the use of the dictionary; self-testing devices; adaptability to either the individual or the group method of teaching; a flexibility which permits the teacher to vary the assignment to meet changing conditions.

Physics for Secondary Schools, by Oscar M. Stewart, Burton L. Cushing, and Judson R. Towne. Published by Ginn & Co. Price, $1.72.

This book makes physics more interesting and more understandable to the high-school mind and is at the same time a book that meets the requirements of the college entrance board and the New York State syllabus.

Man's Great Adventure, by Edwin W. Pahlow, professor of the teaching of history, Ohio State University. Published by Ginn & Co. Price, $2.12.

A unique feature of "Man's Great Adventure," and one that is invaluable, is the series of time charts which help the pupil to gain a proper perspective of world history. A fascinating general chart represents graphically the various peoples with which the book deals against the background of five thousand years of their existence. This book contains more than 550 illustrations and maps.

The Guns of Yorktown, by John M. Reynolds. D. Appleton & Co., New York. Price $2. Vivid narrative of Revolutionary days, replete with action and centering about the exploits of a brave patriot lad. Grades six to eight and high school.

The Bird Book, by Charles P. Shoffner. Frederick A. Stokes Company, Inc., New York. Price $2. Contains much useful information about birds, how to care for and protect them, and answers many questions. Quite a valuable book. Grades six to eight and high school

The Eagle's Gift, by Knud Rasmussen. Doubleday, Doran & Co. Price $2.50. New Eskimo tales from Alaska, by an author thoroughly familiar with the country and its natives. Possesses definite interest and are of special value for the student of Eskimo lore. Grades six to eight.

The Harr Wagner Publishing Company recently published a book entitled "Will It March?" by Thomas Carlyle Lattimer, Ph.D. The name is a pseudonym of a prominent pioneer citizen of San Francisco. Doctor Conrad, minister of Park Street Congregational Church, Boston, and Doctor J. Stanley Durkee of Plymouth Church, Brooklyn, have both spoken so highly of the book that it has been decided to publish the preface in attractive book form under the title of "Brainstorms of Humanisms" and sell it at $1 per copy. Every library and every man or woman who believes in progress in human thought should have a copy of this book.

New publications of Harr Wagner Publishing Company: In Preparation — "Western Nature Science Series," for third, fourth, fifth, and sixth grades, ready September 1. "Jeremiah, The Story of a Cat," by W. M. Culp, ready August 15.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

American Library Association Conference at New Orleans

By MABEL R. GILLIS,
Librarian, California State Library

THE AMERICAN LIBRARY ASSOCIATION annual conference at New Orleans brought to the South a large and representative group of librarians from all over the country.

The theme of the conference was "The Library in a Changing World." Almost all section meetings as well as general meetings concerned themselves with library adjustments to present trends and to future possibilities. It was an interesting fact that while it was a practically unanimous opinion that libraries would have to change as world thought was changing, and in the process would no doubt suffer some setbacks, conditions were accepted with no complaining but rather with a sincere searching for new and better ways of making librarianship fit present needs.

Josephine A. Rathbone, director, School of Library Science, Pratt Institute, Brooklyn, N. Y., in her presidential address, "Creative Librarianship," struck a cheerful note, and in a sensible exposition did away with some of the traditions surrounding library work, making a plea for a greater knowledge of people, their reading tastes, habits, and needs.

Another notable speaker, Colonel J. M. Mitchell, secretary of the United Kingdom Carnegie Trust, told in a straightforward manner of the splendid library progress being made in England, and outlined their coöperative plans of service which are being developed at the present time. Surely no persons or circumstances will be able to stampede Colonel Mitchell out of his sane viewpoint and his well-balanced outlook on the library world. It is easy to see that librarianship in England owes much to his thoughtful and active leadership.

Prominent among our own countrymen as speakers on the general programs were Edwin R. Embree, president of the Rosenwald Fund, who gave a vivid picture of the present-day South, with some wise suggestions for future progress, and Hendrik Van Loon, who, in his talk entitled "A Historian Looks at a Changing World," wittily and entertainingly gave some profound thoughts on the loss of the world's old values and the necessity for finding new ones. In this the library must play its part both in helping put before its readers what is being well written about the world today and in finding its own place in the new scheme of things.

One of the liveliest sessions during the week was on Friday morning, when the lending section staged a debate: "The Library in the Changing World—Shall It Be for All the People?" Jennie M. Flexner of the New York Public Library brilliantly upheld the affirmative side and Milton J. Ferguson, formerly California's State Librarian and now librarian of the Brooklyn Public Library, cleverly defended the negative side. The speakers contended not only against each other but also against the elements, a sudden storm having struck New Orleans with thunder, lightning, and heavy rain. Mr. Ferguson at one well-made point accepted a heavy peal of thunder as applause, and both debaters made the most of conditions which to less experienced speakers might have proved very trying.

The two points of view were supported by others programmed to appear, and the chairman afterward called on many from the audience to come forward to express opinions.

While no decision was given, it was apparent that, although Miss Flexner was on the side of the ideal all librarians have been struggling to reach, there was much to be said for a wise restriction of service to those who were capable of making the most use of library advantages offered.

New Orleans was a most interesting place for a meeting, with its charm of historical setting and its romantic past. The old French quarter was visited again and again by the delegates, sometimes with most charmingly capable guides, at other times in small library groups for a stroll along the quaint streets and into the beautiful old courtyards. The Southern food was found as delicious as it has been said to be, and the Southern hospitality made the stay in Louisiana a constant delight.

Californians attending the conference included Mrs. Julia G. Babcock, Kern County librarian; Sydney B. Mitchell, director, School of Librarianship, University of California; Rosamond Parma, librarian, Boalt Hall of Law, University of California, who, as president of the American Association of Law Libraries, conducted the sessions of that group; Nathan van Patten, librarian, Stanford University Library, with Mrs. van Patten and their daugther; Laura E. Burmeister, University of Southern California Library; Ethel P. Gale, Palo Alto Public Library; Maxine Wheatley, Los Angeles County Library; and Mabel R. Gillis, State Librarian.

It was a great peasure to the Californians to be greeted by Essae M. Culver, former librarian of the Butte County Free Library and the Merced County Free Library in our own state, and for the past seven years executive secretary of the Louisiana Library Commission, and by Mary Harris, formerly of the Fresno and Siskiyou County libraries and at present librarian of the Webster Parish Library, Louisiana.

After the New Orleans meeting I had the opportunity of spending five days with Miss Culver at her headquarters in Baton Rouge and on a short trip through the French country. The Louisiana Library Commission is about to move from the old state capitol to adequate quarters on the eighteenth floor of the gorgeous new capitol building, which is constructed on the tower-type plan. In the French country we visited one of the five parish libraries now in operation in Louisiana. Parishes in Louisiana correspond to California counties, and their libraries are conducted similarly to our county libraries. A fine selection of books at the headquarters library at Abbeville serves the people of that community as well as the rest of the parish, and the eager young people coming in large numbers after school were well taken care of by the librarian in charge—a capable girl of French descent. When some of the youngsters asked her questions in French, I felt, indeed, as I did on much of the trip through that interesting section, as if I were in quite another land.

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California Library Association

The sessions of the thirty-seventh annual meeting of the California Library Association were held in "The Biltmore," Santa Barbara, May 9 to 11, 1932. The president, Willis H. Kerr, librarian, Pomona College Library, was ably assisted by the vice president, Miss Mabel W. Thomas, assistant librarian, Oakland Free Library; the secretary–treasurer, Mrs. Hazel Gibson Leeper, and Mrs. Frances Burns Linn, librarian, Santa Barbara Public Library. Mrs. Linn, the always gracious hostess, seemed the embodiment of Santa Barbara.

After the annual reports of the officers of the association had been given, the following reports were made: Library schools committee—chairman, Miss Edith Coulter, associate professor of librarianship, University of California; certification committee—chairman, Mrs. Theodora R. Brewitt, librarian, Long Beach Public Library; salaries committee—chairman, John Boynton Kaiser, librarian, Oakland Free Library. The report of the library schools committee caused much clarifying discussion.

The theme of the C. L. A. conference was "The Library of the Future." The first speaker on the program, Mrs. Frances Clark Sayers, recently of the American Library Association headquarters staff, had for her subject, "The World That Does Not Change." She satisfied the curiosity of her audience by carrying it back to days of childhood and the world of the imagination where each person roams fancy free.

The main speakers who followed Mrs. Sayers during the three-days' sessions and their subjects were: "A Survey of California Public Libraries," by Vaughan MacCaughey, editor, *Sierra Educational News*, representing the literature section of the Commonwealth Club of California with five thousand members; "Echoes From New Orleans," by Rosemary E. Livsey, principal, teachers' and children's department, Los Angeles Public Library; "Signs and Portents," by a self-styled "Old-Timer," Miss Susan T. Smith, librarian, Berkeley Public Library; an informal talk on the intelligent building of any work of art, by Dean Cornwell, illustrator and mural painter; "The Future of American Architecture," given as an evening lecture with lantern illustrations, by Hartley Burr Alexander, professor of philosophy, Scripps College; "The Effective Use of the Results of Research," by Miss Lillian Symes, San Francisco (this address was sponsored by the special libraries section, Thomas Cowles chairman); "The Library of the Future," by Avery O. Craven, professor of American History, University of Chicago, and 1931–1932 research fellow, Huntington Library; "A Collection of Books," by Waldo H. Dunn, professor of English, College of Wooster, Ohio, and 1931–1932 Scripps College. Miss Mabel R. Gillis, State Librarian, ended the program with an excellent address on the subject assigned to her, "The A. L. A. and the Future of Librarianship in America."

Miss Althea Warren, first assistant librarian, Los Angeles Public Library, was chairman of the committee in charge of the jinks dinner in the patio and the library Olympic games in the main dining-room. The dinner was featured by short talks from guest authors, with Harold L. Leupp, librarian, University of California, presiding as toastmaster. Mrs. Carol Green Wilson, author of "Chinatown Quest," told of the rescue work of Miss Donalbina Cameron, "Mother of Chinatown." Anne Ellis, author of "Plain Anne Ellis," recounted experiences with libraries in a Colorado mining town. Harry Carr, author of "Old Mother Mexico," gave some of his experiences, and Stuart Lake, author of "Wyatt Earp," told stories illustrating the "attitude of mind" which made the old West. Barrett Willoughby, author of "Sitka," was unable to be present, but sent a telegram of greeting.

At the close of one afternoon session a never-to-be-forgotten ride was given the librarians through the courtesy of the Santa Barbara Public Library and the Chamber of Commerce. Time slipped by on magic wings as the librarians were taken to the bewilderingly beautiful George Owen Knapp gardens, in Montecito, fascinating shops, the attractively constructed Santa Barbara Public Library and Art Gallery, the magnificent courthouse, and the Santa Barbara Mission. The day ended with a most enjoyable library school dinner in the Santa Barbara Biltmore. Miss Gretchen Flower, librarian, Tulare County Free Library, was chairman of the committee in charge of the dinners.

The California Library Association closed with the election and installation of the following officers: President, John Boynton Kaiser, librarian, Oakland Free Library; vice president, Miss Caroline S. Waters, librarian, San Bernardino County Free Library; secretary–treasurer, Mrs. Hazel Gibson Leeper.

The meeting of the C. L. A. was followed by the twenty-third annual convention of the California County Librarians. Miss Mabel R. Gillis, State Librarian, presided with Miss Frances Burket, librarian, Sutter County Free Library, as secretary–treasurer.

Brief items concerning the A. L. A. conference at New Orleans and mental pictures of alluring scenes in that city were brought vividly to the county librarians in a short talk by Miss Gillis.

The county librarians answered to roll call by telling in two minutes whether the library appropriation for 1931–1932 was increased or decreased, and if decreased where cuts in budgets were made; also prospects for 1932–1933.

The reports of the school committee (chairman, Miss Minette L. Stoddard, librarian, Merced County Free Library) and the book committee (chairman, Miss Mary Barmby, librarian, Alameda County Free Library were followed by helpful discussions.

The convention closed with suggestive talks on three types of custodians' meetings. Miss Sarah E. McCardle, librarian, Fresno County Free Library, presented regional meetings; Miss Cornelia D. Provines, librarian, Sacramento County Free Library, practical meetings; Miss Helen E. Vogleson, librarian, Los Angeles County Free Library, inspirational meetings.

School Librarians Meet in Sacramento

The California School Library Association, northern section, has held several meetings throughout the year in San Francisco, Oakland, Berkeley, and San Jose. The spring meeting was held on May 14 in Sacramento and was attended by sixty school librarians.

During the forenoon the librarians visited five Sacramento elementary school libraries and two junior high school libraries. George C. Jensen, Assistant Superintendent in Charge of Secondary Schools, and Leo Baisden, Assistant Superintendent in charge of Elementary Schools, assisted the local school librarians in entertaining the visitors.

At a luncheon in the Hotel Senator the librarians were addressed by Mrs. Carol Green Wilson, author of "Chinatown Quest." During the business session which followed Mrs. Wilson's address, the president, Ruth Seymour, librarian, Tamalpais Union High School, called upon committee chairmen for their reports. The election of officers for 1932 followed the report of the nominating committee. Miss Florence M. Baker, librarian, Oakland Technical High School, was chosen president; Miss Jewel Gardiner, librarian, Sacramento Teachers Professional Library, vice president, and Miss Mabel White, San Francisco, secretary.

At the close of the business session the librarians visited the State Library, where Miss Mabel R. Gillis, State Librarian, and members of her staff, showed them the various sections of the institution.

Notes

Under the leadership of Miss Cornelia D. Provines, librarian, Sacramento County Free Library a joint meeting of custodians of county library community branches was held in Sacramento, April 29. The counties represented were Sacramento, Amador, Sutter, and Yolo. There were sixty in attendance. The visiting county librarians were Mrs. Henrietta G. Eudey, Amador County; Miss Frances M. Burket, Sutter County; Miss Nancy C. Laugenour, Yolo County.

The PENINSULA is an ideal location for Teachers to reside either while in service or upon retirement. In fact many Teachers have already built homes and are living on the PENINSULA, while others have acquired property as an investment. BELLE HAVEN CITY on the new Bayshore Highway at Atherton and Menlo provides exclusive environment and natural beauty coupled with reasonable prices.

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Luncheon was served in Hotel Sacramento with H. K. Johnson, chairman, board of supervisors of Sacramento County, as the after-dinner speaker.

The afternoon was spent in the State Library, where the custodians were given an opportunity to see the resources and work of the different sections. At the loan desk and the reference section much information was given which will be mutually helpful to the custodians and the State Library in the lending of State Library books to residents of California.

MISS ANNE BELL BAILEY, librarian, Tehama County Free Library, keeps the teachers of that county informed concerning the resources of the Teachers Professional Library by sending to them annually a list of the teachers' professional books purchased during the year, with a brief review of each. In addition, numerous articles of timely interest, to be found in educational publications and in bulletins issued by the United States Office of Education, were listed in a recent communication by Miss Bailey to the teachers as reminders of the value of this type of literature.

THE NEWER CHILDREN'S BOOKS

Selected by WILHELMINA HARPER

For Younger Children

MICHAEL WHO MISSED HIS TRAIN, by Dorothy and Marguerite Bryan. Doubleday, Doran & Co. Price $1. Highly pleasing puppy-dog story with many clever illustrations. Grades two and three.

SUE SEW-AND-SEW, by Gag, Asta, Dehli, and Flavia. Coward, McCann Company, New York. Price $1.50. Easy directions for making the doll's complete wardrobe. Grades five and six.

LITTLE FOX, by Katharine L. Keelor. The Macmillan Company, New York. Price $1.75. The daily life of a little Algonquin Indian boy very interestingly told. Numerous illustrations. Grades four to six.

MELISSA ANN, by Ethel Parton. Doubleday, Doran & Co. Price $2. There were many interesting events and happy times in the life of this little New England girl of one hundred years ago. Grades five and six.

BRAVE TALES OF REAL DOGS, by Eleanor F. Pease. Albert Whitman Company, Chicago. Price $1.50. Famous dogs and others are the heroes of these well-told and authentic stories. Grades four to six.

WINGS OVER HOLLAND, by Anne M. Peck and Enid Johnson. The Macmillan Company, New York. Price $2. Delightful picture of Holland home life and the boy Hendrik, who has many exciting adventures. Grades five and six.

THE AMAZING ADVENTURES OF ALI, by Maud Lindsay. Lothrop, Lee & Shepard Company. Price $2. Charming story of a young boy of Arabia, who braves the great desert alone with his camel, in search of his grandfather. Grades five to seven.

OLD MOTHER GOOSE IN NEW DRESS, compiled by Adah F. Whitcomb. Laidlaw Brothers, Chicago. Price $1. Selected by a librarian of note, these favorite Mother Goose rhymes are cleverly illustrated in color. Grades one and two.

ABIGAIL'S PRIVATE REASON, by Weda Yap. The Macmillan Company, New York. Price $1. When little Abigail insisted upon wearing her best new slippers to the picnic, she learned a real lesson. Grades three to five.

For Older Boys and *Girls*

THE KNIGHTS OF ST. JOHN, by Paul L. Anderson. D. Appleton & Co., New York. Price $2. A brave English youth joins the Knights of St. John in bitter warfare against the Turks. An excellent portrayal of the days of knighthood and chivalry. Grades seven and eight and high school.

KATHERINE GORDON, PATRIOT, by Gertrude Crownfield. E. P. Dutton & Co., New York. Price $2. This dramatic story of the Revolutionary War centers about a young girl heroine, whose adventures will fascinate the older girl. Grades six to eight and high school.

SOUTH AMERICA'S STORY, by Elsie S. Eells. Robert M. McBride & Co., New York. Price $4. A valuable history written by an authority. High school.

MOUNTAIN GIRL, by Genevieve Fox. Little, Brown & Co., Boston. Price $2. How a girl of the mountains makes good her resolve to secure an education and saves her people from ruin. High school.

THE HERE-TO-YONDER GIRL, by Esther G. Hall. The Macmillan Company, New York. Price $2. The young orphan, Tassie, lives from "here-to-yonder" until her dream of an education is unexpectedly realized. Grades seven and eight.

WITH A MOTOR TRUCK IN WEST AFRICA, by Wilfred D. Hambly. The Century Company, New York. Price $2. The author relates actual experiences while on a scientific expedition in Africa. Grades six to eight and high school.

WHAT TIME IS IT? by M. Ilin. J. B. Lippincott Company, Philadelphia. Price $1.50. This famous Russian author tells a very fascinating story of time and clocks, combining much important history. A valuable book. Grades five to eight.

CHILDREN OF A STAR, by Julie C. Kenly. D. Appleton & Co., New York. Price $2.50. The wonderful story of the development of animal life told with unusual ability. Grades six to eight and high school.

RED MAN'S WONDER BOOK, by Howard A. Kennedy. E. P. Dutton & Co., New York. Price $3. Indian legends of wonder and magic. Grades six to eight.

DOUGLAS OF PORCUPINE, by Louise A. Kent. Houghton Mifflin Company, Boston. Price $2. Lively story of the happy times a group of young people have during a winter in Maine. Grades six to eight and high school.

THE BOYS' BOOK OF WEST POINT, by George L. Knapp. Dodd, Mead & Co., Inc., New York. Price $2. Full information about the West Point Military Academy interestingly told. Grades seven and eight and high school.

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HAIL COLUMBIA, by Marie A. Lawson. Doubleday, Doran & Co. Price $5. The romantic story of the United States ably presented and in attractive format. Grades six to eight.

A CANDLE IN THE MIST, by Florence C. Means. Houghton Mifflin Company, Boston. Price $2. Stirring tale of frontier days in the Middle West, with a brave young girl playing the leading rôle. Grades six to eight and high school.

"PECHUCK," by Richard G. Montgomery. Dodd, Mead & Co., New York. Price $2.50. Relates the arctic adventures of a courageous young man with much useful information combined. High school.

THE MASTER OF MOUNT VERNON, by Belle Moses. D. Appleton & Co., New York. Price $2. An unusually interesting portrayal of Washington's home and private life. Grades six to eight and high school.

THE MAGIC BIRD OF CHOMO-LUNG-MA, by Sybille Noel. Doubleday, Doran & Co. Price $3.50. Remarkable tales of magic from Tibet. Grades seven and eight.

GEORGE WASHINGTON, by Henry A. Ogden. The Century Company, New York. Price $2.50. Various important episodes in Washington's life related with accuracy and giving a very interesting glimpse of his character. Grades seven and eight and high school.

BARBARA BENTON, EDITOR, by Helen D. Olds. D. Appleton & Co., New York. Price $2. How a resourceful young girl edits and manages a Texas paper during the enforced absence of its owner. Grades seven and eight and high school.

SECRET EMPIRE, by Henry W. Patterson. Robert M. McBride & Co., New York. Price $2.50. Pictures exciting events during the time of La Salle, the explorer. Grades six to eight and high school.

YOUNG GERMANY, by Anne M. Peck. Robert M. McBride & Co., New York. Price $2.50. Well written and very interesting account of the new Youth Movement in Germany Grade eight and high school.

YOUNGER POETS, edited by Nellie B. Sergent. D. Appleton & Co., New York. Price $2.50. An anthology of very creditable verse written by high school students in every state and of many nationalities. An interesting volume. High school.

TRAMPS AND LINERS, by T. W. Van Metre. Doubleday, Doran & Co. Price $3. Complete story of ships, with many illustrations. Grade eight and high school.

WESTERN SCHOOL NEWS

MELROWE MARTIN, principal of the Junior College and Union High School of Salinas, was the guest speaker of the Monterey County Principals Association, held May 7, 1932.

VIERLING KERSEY, State Superintendent of Pubic Instruction, will give several courses in the University of Southern California summer session, June 26 to July 29, Los Angeles, on: Education 116, "School Organization and Management"; Education 215, "Federal and State School Organization and Administration."

ATTENTION, TEACHERS!—"Book Trails" is the title of a series of books, eight volumes, that is being introduced into the schools and homes of California by the Springer Book Trails, Ltd., 629 Hearst Building, San Francisco. "Do You Know Your Child," is the entrancing question. There are suggested a list of stories for children who are ill-tempered, or rebellious, or selfish, or deceitful, or fearful, or irresponsible, or lack ambition, or lack initiative. There are behavior charts that are given free and many suggestions of value. The contents of these books are arranged so as to build the character of your child.

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ROY CLOUD, executive secretary of the California Teachers Association, will leave for Atlantic City on Saturday, June 23, for the meeting of the National Educational Association. He will be accompanied by more than one hundred teachers, who will travel via San Francisco, Seattle, Vancouver, Niagara Falls, and arriving about July 1 at Atlantic City in time to take part in the convention.

W. F. QUARRIE & Co. has just issued "The World Encyclopedia Book," encyclopedia annual, price $1. For sale in California by S. W. Coombs, 1736 Franklin Street, Oakland, Cal. This annual gives a complete and definite review of the events of 1931. It is invaluable in connection with "The World Book." Mr. Coombs is well known and popular and has succeeded in placing many sets of the "World Book" into schools, where they are of great service.

THE CALIFORNIA School Masters' Club held its quarterly dinner at the Clift Hotel on May 14 at 6:15 p. m. J. C. McGlade, Deputy Superintendent of Schools of San Francisco, was in charge of arrangements.

SUPERINTENDENT R. D. CHASE, Salinas city schools, has received high honor in having his new book, "The Platoon School in America," mentioned in the *National Education Association Magazine* annual list of the sixty best educational books published during the school year just ending.

W. L. STUCKEY was elected Superintendent of Barstow schools on Monday, June 6. Mr. Stuckey is a popular educational administrator and has had successful experience at Half Moon Bay, Huntington Park, and other places as Superintendent and director of school activities. His many friends will be delighted to learn that he has a new position where he will have opportunities to be of service.

"THE CALIFORNIA PRINCIPAL," edited by Carroll Atkinson of Frémont School, San Luis Obispo, is a virile, interesting and readable publication. It contains news, comments, and educational material of local and state interest.

C. I. BROWN, who is the representative of the Gregg Publishing Company for Canada, recently arranged for an annual conference at Toronto. The Gregg Publishing Company in its activities covers the entire world, and Gregg shorthand and related books have a tremendous sale.

HARR WAGNER spoke recently for the Oakland librarians and their friends on "Men and Memories of a Would-Be Publisher" and before the Rotary Club of Salinas on "Joaquin Miller and His Other Self," and at the same time before the high school assembly on the same subject, with special emphasis on the importance of California literature and Anglo-Saxon words. Melrowe Martin, principal of the Junior College and Union High School, presided.

MRS. GLADYS L. POTTER, formerly rural supervisor in San Bernardino County, now connected with the State Department of Rural Education, has a most excellent contribution in the *California Principal* about the fifteen hundred one-teacher schools in California.

FREE COPIES.—G. and C. Merriam Company, publishers of genuine Webster Dictionaries since 1843, publish a most valuable little book entitled "Word Study." Every teacher should have a copy. The publishers will send a copy free. Address G. and C. Merriam Company, Springfield, Mass.

COLUMBIA THEATER

THE CHARMING and picturesque comedy entitled "Berkeley Square" will open at the Columbia Theater on Monday, June 20. Hugh Huntley and the New York Players will present this fascinating comedy. This play ran one year and ten months in New York. The successful season of "The Green Pastures" has just closed, and the public will turn to this new play and enjoy its sparkling comedy lines. The Columbia management has presented a high class of theatrical entertainment this past season, and "Berkeley Square" will add another success. The author, John L. Balderston, is an American who has spent the greater part of his life in Europe and lived in London when he wrote "Berkeley Square." The script has been variously revised by J. C. Squire, editor of the London *Mercury*, and our own Marc Connelly, author of "The Green Pastures." But what makes "Berkeley Square" a work of art is the frustration of a very moving love affair woven into the pattern of the story, which Mr. Balderston has kept on an exalted plane of preternatural tragedy.

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NOTE: The opening date of Summer Session (June 27) has been set a week later than usual for the convenience of the many teachers throughout California whose schools do not close till late in the season.

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JULY, 1932

THE WESTERN JOURNAL of EDUCATION

News and Comments -- By Harr Wagner

The Right Spirit.—The State Board of Education of California, at its recent meeting in Eureka, passed a resolution complimenting Vierling Kersey for his decision to decline the city superintendency of Long Beach, at $10,000 per year, and to continue in his present position at a much lower salary. The *Journal of Education* of Boston, edited by Albert E. Winship, called attention to the fact that a calamitous situation would prevail if Kersey gave up his leadership in the state at this time. When a man gives up $5000 per year in an educational position, it means that back of it all is the gesture of the man who places service above the almighty dollar. What price education is not answered in dollars and cents.

We have been editing papers for more than fifty years and have always been free to express our opinion in praise of the man or woman who puts service above the selfish pursuit of the dollar. Kersey has a big job. The state limits his salary to $5000 per year, while city superintendents, presidents of state teachers' colleges, deputy superintendents, and high-school principals in many cases are better paid.

The State of California is fortunate in having a real leader in Superintendent Kersey. He has an educational background, a vigorous personality, and common sense.

Junior High School Course of Study.—Robert H. Lane, assistant superintendent of Los Angeles city schools, in *Research Bulletin:*

We move next to consider the context of our social studies in the three years of the junior high school. We all recognize the value of what is commonly called "European Backgrounds of American History," and I would like to transfer this to the seventh grade or the first year of junior high school from the sixth grade, where it is now commonly taught. My reasons are twofold: First, I would like to start the junior high school with something new and different from those topics which have been discussed in the elementary school. Second, the junior high school boy and girl are just entering the adolescent phase, and this particular year's work is full of appeals to the adolescent child. I am thinking particularly of the period of chivalry which is so large in appeals to the adolescent mind. In the eighth grade I would like to see the year's work revolve round the simple story of the American people on this continent from the period of discovery down to the present year, and I should try and visualize this treatment by constant references to the present, so that every unit which is primarily historical might be accompanied by a similar geographical unit which will explain and amplify it. For example, the whole period of Westward expansion is wonderfully interesting and worth while to children, and I would follow it immediately by a unit on transportation and communication in the United States today, so that the children may be led to make comparisons and generalizations. In the ninth year I would like to trace out with the children the ways in which America has become a great world power, starting with the years 1893 and 1898, which committed us to our present imperialistic policy. Such a subject would concern itself primarily with a few of the great European nations with whom we are in constant contact, commercial opportunities in the Orient, and our growing inter-dependence upon Latin America.

We began our high schools with European backgrounds and I would like to have the first year of senior high school deal with modern Europe. In one of his books Rugg does this under the title "The Approach to Democracy," and in the eleventh year, following Rugg again, I would take up with the children "American Approach to Democracy" and try and help them trace our attempts, particularly during the present century, to realize the dreams of the founders of America. I would like the entire twelfth year for a consideration of some of the pressing social problems which are confronting us here in our American life. We have no right to send out boys and girls into the world without a good foundation of historical and geographical experience and some contacts with social and economical problems upon which they will have to express their opinions whenever they go to the polls. My great criticism of the current senior high school is that there is no one basic course of the kind I have outlined in which children may be thoroughly grounded. Our immature young people are allowed the choice of many electives and it is only natural that many of them elect things that are trivial or have no common relationship. We can never hope to take America back from the alien hands which govern it today unless our children have been given the proper ideals of American life through a core curriculum of this kind. I need not point out to you as educators that the formulation of such a course is going to require new materials, new techniques of teaching and new types of approach on the part of the teacher.

Report of Decline in Textbook Sales.—Textbooks sales in the United States declined 15 per cent between July and December, 1931, according to information just made available at the Federal Office of Education.

The decline is due in part to the "unwise attempt at economy" by school systems, Doctor William John Cooper, Commissioner of Education, stated orally in describing as a "foolhardy practice" the failure to buy books when needed.

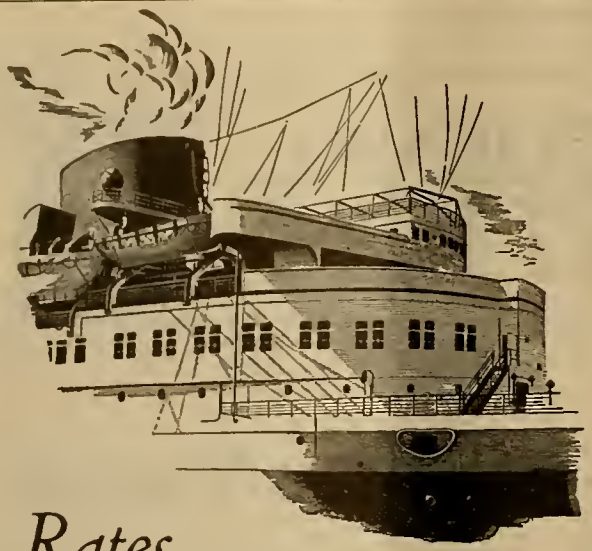
The net sales of textbooks sold by forty-two leading publishers dropped from $22,977,001 during the six months' period between July and December, 1930, to $19,487,457 for the corresponding period in 1931, E. M. Foster, chief of the Division of Statistics, announced. If sales from January to July, 1932, which have not been tabulated, show the same drop, the total decrease for the year will probably amount to $7,000,000.

Doctor Cooper said that "school systems are storing up future trouble for themselves by refusing to replace dilapidated books when they should be replaced."

"At present," he continued, "textbooks and similar supplies amount to but 3 per cent of the average school budget. Administrators who think they can introduce a saving by not purchasing as needs arise, but instead try to get along with ragged, torn, and sloppy books, will ultimately face a serious replacement bill involving very large expenditures."

We believe, based on past experience of four national depressions, that 1933 will see a great increase in the total production and sales of textbooks.

RURAL SUPERVISION is the most vital factor in keeping teachers professionally minded and in setting before them a high professional standard.—*Helen Heffernan.*



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Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools.

VOL. XXXVIII, No. 7 SAN FRANCISCO, JULY, 1932 PRICE 15 CENTS

DEPARTMENT OF RURAL EDUCATION

BY HELEN HEFFERNAN,

Chief, Division of Rural Education, California

THE TEACHER in this one-teacher school in Madera County is convinced that she has found a way to handle her problems of discipline. Her children are happy together, and the parents of the district are certain that something very real is being done at school along behavior lines, because their children are much more tractable at home.

Character Building in a One-Teacher School

BY MRS. NELLE McDONOUGH,

Gertrude School, Ahwahnee, Cal.

IT WAS the first day of the term at Gertrude School. All seemed so glad to see their friends again after vacation days. I asked the pupils why they singled out certain children as their best friends or chums. Some answered that they selected as their nearest friends those who were honest. Others chose friends who used good judgment and initiative. Still another pupil brought out the idea that pleasing personal habits and proper social attitudes were attractive to him.

After some discussion, we listed the ten qualities or character traits we most wished to find in an ideal companion. They were these: honesty or reliability, self-control, good judgment, thrift, pleasing personal habits, proper social attitudes, initiative, industry, obedience, and punctuality.

After settling upon those ten qualities, the children decided that they themselves could not be desirable companions unless they possessed such traits. Therefore, they at once resolved that during this term of school they would do all in their power to develop and strengthen the ten traits. To help one another in carrying out the new resolution and improve the Gertrude School, it was decided to organize a club.

They chose "Uncle Sam's Boys and Girls" as their club name and the words "character, culture, citizenship" as their motto.

Every two weeks a character survey is taken to check up on the improvement made. At this time such questions as the following are answered: ("Today" in these questions means since yesterday at this time.)

A. Did you do your health chores today?
   1. Wash your teeth?
   2. Wash your hands before each meal?
   3. Take a bath?
   4. Spend thirty minutes or more in the open air?

B. Did you waste any time today when you ought to have been at work?

C. What did you do today to help some one at home?

D. What did you do today to help some one without being asked?

E. Were you tardy at school today or late to meals?

F. What did you see today that you thought was really beautiful?

G. Did you hear any good music today?

H. Did you hurt anyone or cause anyone to cry today?

I. Did you quit playing or pout today when you could not have your own way?

J. What did you have to hunt today because you had not put it away in its proper place?

K. How much did you earn and how much did you save this week?

L. Did you step aside to let some one pass you in the schoolroom, or out-of-doors today, or do any other courteous thing?

M. Did you plan last night something to do today?

N. Did you do anything wrong today? Did you own up to it? Did you try to make it right?

O. Did you promise to do anything today you did not do?

P. What did you read today just because you wanted to?

Q. What did you see or hear today that was funny?

R. Did you refuse to do anything today that some one wanted you to because you thought it was wrong?

S. Did you quarrel with anyone today?

T. What did anyone or your playmates do today that you thought was wrong?

U. Why do you think it was wrong?

V. Are there any of your playmates who dislike you?

W. Why do they dislike you?

X. What did you do after school yesterday?

Y. Did you try to keep cheerful today?

Sometimes we choose sides to see which group made the greater improvement in overcoming certain habits within a given time. These little contests keep up enthusiasm.

We are using Charters' "Conduct Problems and Studies in Conduct," by Hague Chalmens and Kelly. These the children find interesting as well as extremely helpful.

Needless to say, it is a pleasure to teach boys and girls who strive to prepare their work because it is good judgment to do so, and who are trying to scale the ladder of self-control.

I am convinced that character study should be taught in a very definite way in our elementary schools.

HON. VIERLING KERSEY SAYS: "Briefly, progressive education is characterized by these qualities:

"1. Freedom for the child to develop naturally in a beautiful, informal, homelike school environment.

"2. Opportunity to engage in work which appeals to the interest of the child.

"3. The teacher a skillful, friendly guide, not a taskmaster.

"4. Adjustment of the school to the needs of each child based upon a scientific study of his individual development."

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

MRS. FRANCES JUDKINS, principal of the Pismo Grammar School, has been appointed to the San Luis Obispo County Board of Education. Mrs. Judkins for many years has been one of the most successful principals in San Luis Obispo County. Her school is one of the demonstration centers of the county in which new books and ideas are tried out. Mrs. Judkins is a graduate of the San Francisco State Teachers College.

CHARLES E. TEACH, Superintendent of the San Luis Obispo city schools, in keeping with the times, has made budget reductions. Certain departments have been eliminated, some teachers have been released, principals have been given part-time classwork, and wage reductions have been made to 16½ per cent.

E. L. VAN DELLEN, Superintendent of the Ventura city schools, has adopted measures of economy for the coming school year, but has not had to resort to the reduction of teachers' salaries to make the budget balance. Among the capital outlays of the spring will be the building of a temporary gymnasium at the junior college and the grading of the Lincoln School playgrounds, the planting of it to grass, and the enclosing of the school grounds with a brick wall. The new Lincoln School building completed last year has one section devoted to the administration offices. This building is unusually attractive, the Spanish motive dominating and working in most advantageously for utilitarian school purposes.

IN THE LAST DECADE there is probably no county in California that has advanced so much economically and educationally as Monterey County. Reasons are twofold. On the side of economies, it is the result of a changed agriculture and the rise of a fishing industry. In the days of the Spanish, Monterey County had been given to cattle, hay, and grain, with some sardine fishing and a whaling station at Moss Landing. Later, wheat fields gave way to those for alfalfa for dairies and sugar beets. The last eight years it was found that the Salinas Valley plain was ideal for the growing of lettuce, which could be made to mature when Imperial Valley, Arizona, and Eastern states were without a supply. As a result, lettuce returns have made Monterey County more prosperous and have made Salinas, the county seat, a white spot.

Educationally, the Monterey County schools these last ten years have progressed under the leadership of James G. Force, county superintendent. Superintendent Force has seen to the securing of an expert corps of supervisors for the county schools. He has adopted the regional scheme of supervision, owing to the immense area of the county.

Of especial importance this past year has been the program of tests and measurements carried on under the immediate direction of James A. Walker, rural supervisor. Stanford achievement tests were given to all pupils from the grade of four through eight, inclusive. Cards were made for each pupil tested.

Under the direction of O. L. Eckman, director of visual education and agricultural instruction, 426 boys and girls participated in the Boys and Girls Club work. The projects undertaken were valuable educationally and economically.

Combating the tendency of the times for indiscriminate cutting of school costs without a consideration of essential facts, Superintendent Force has stood for the maintenance of teachers' salaries, with budget reductions, if necessary, to be made from capital outlay and transportation costs. Superintendent Force is willing for the teacher to have a proportionate reduction in salary above a living wage, but not an arbitrary slash with no consideration of a living wage.

In the graduation month of June, Superintendent Force appeared at some twenty commencements. He gave the diplomas at the Soledad commencement and delivered the address at the Fox Theatre on June 9, upon the occasion of the Salinas grammar schools' graduation exercises.

This year graduates of the various county grammar schools are making the programs with a sketch of their school upon the cover. At graduation exercises, a feature has been made of music. Under the direction of Robert Nagler, supervisor in the northern part of the county, and Mrs. Helen Patterson, supervisor in the southern part of the county, orchestra, band, or rhythm band music in part or whole is upon the program according to the size of the school.

THE AVERAGE daily attendance of the Los Angeles city schools during the past year was 246,624, as against 231,701 during the 1930–31 school year. Of the almost 15,000 increase, about 8000 are represented during the past year by the annexation of the Huntington Park school district. In the elementary grades for last year and the previous year the figures were 161,832 and 154,671; junior high schools, 42,884 and 41,415; senior high schools, 59,754 and 53,418; junior college, 3571 and 2698.

MISS LUCILE J. SMITH is District Superintendent of the Lawndale Schools. Miss Smith is a graduate of the Fresno State Teachers College and received her administrator's certificate from U. S. C. The system has six hundred pupils, two schools, and employs seventeen teachers. This is Miss Smith's second year as Superintendent in Lawnsdale and her sixth in the community.

OF THE TOWNS of the Los Angeles plain and of those nestling against the Sierra Madre Mountains, none has more charm than the little city of Sierra Madre on the yonder side of Pasadena, against the mountain, with Mount Lowe and Mount Wilson far up above. Sierra Madre is called the wistaria city. In the springtime, when that flower is in bloom, they have a celebration and visitors come from far and near.

Sierra Madre recently has had something else to be proud of besides scenery, climate, and wisteria blossoms of white and blue, and that is a new grammar school plant that was built for beauty, use, and time. To Miss Elizabeth Steinberger, District Superintendent of the school, and to the architects, Marsh, Smith & Powell, is given the credit of the working out of a school plant that has a charm and distinctiveness all its own.

To mention a few of the many outstanding features: The primary unit consists of a wing for the kindergarten and grades one and two. The kindergarten suite is the most attractive we have ever viewed. There is one large room and two work rooms to the side. There is a fireplace for the burning of wood logs. The screen before the fireplace is decorated with crickets. In the alcove that looks out toward the street is a pool of blue tile in which are water plants, gold fish, and turtles.

The auditorium was built for community and school use and is adaptable for that purpose. In the same unit and to the rear is the cafeteria, consisting of dining-room and kitchen. The dining-room has a high-beamed ceiling, which, together with the cream-colored tables and blue chairs, gives an atmosphere that is most refreshing.

There are seventeen classrooms. Each classroom is decorated in a different motive, taking on the character of the subjects studied in it. For physical education there is a special room for corrective gymnastics and a sun porch and restroom for those children that are undernourished. In addition, on the grounds outside are tennis, volley ball, and handball courts. A portion of the school grounds is equipped for night baseball with flood lights, and it is here that the community teams play.

In the field of instruction, Miss Steinberger has twelve grade teachers, two kindergarten teachers, and instructors in art and

music, besides a full-time nurse. In her program of studies, Miss Steinberger attempts to run a progressive school in which the pupil is given the opportunity to work out his own salvation. For that reason each classroom is organized on that basis. Movable seats, slate blackboards, large cloakrooms with plenty of cupboard space and a sink, make them usable for an activity program. Then, in addition, the art room, music room, and library are specially equipped for the work required in them.

The building is of mission style in architecture. There are outside corridors, and one side of the classrooms to the south can be made open to the air, giving a view of a beautiful lawn, flowering plants, and sycamore trees.

Trustees in office when the school was finished consisted of J. O. Smith, president; Cecily A. Allen, clerk; and Ruth Klemme Bovard.

In Southern California, it is to San Gabriel that one goes to see a beautiful mission—a remnant of old Spain and the padres. It is here in a magnificent new theater that one views the mission play and senses for a while the spirit and power that gave to California its early picturesque background. It is in San Gabriel today that one sees a suburban village of beautiful homes with highways leading to Los Angeles. It is here today that we find a public spirit aroused and determined that San Gabriel shall be of itself, for itself, in things educational. For years San Gabriel has been a part of the Alhambra Union High School District, and students from San Gabriel have attended that institution. In the elementary school field, local authority has governed. Several years ago San Gabriel citizens believed that the time had come for the establishment of a high school within the city limits. With this in mind, R. B. Walter, who had been most successful as head of the Arcadia schools, was elected Superintendent.

In order to establish a high school district in San Gabriel, it was necessary for the State Legislature to pass a law permitting the establishment of a high school district within two and one-half miles of another district. The 1931 Legislature passed this law. In November of last year the voters of San Gabriel voted three to one to withdraw from the Alhambra district. The Los Angeles County Board of Supervisors designated the area of the district and the elementary trustees were appointed members of the high school board by the County Superintendent of Schools.

A bond election for $345,000 for the purchase of a site and erection of buildings was held on February 23. This election was lost by 112 votes. Not discouraged, new plans were made. On May 24 another bond election for $285,000 will be held. Success for this one is practically assured. In the first election the board of trustees was neutral. This time they are going to the public with information. Seventeen civic clubs have appointed three men each for specific publicity work.

The program outlined in the present bond issue campaign is for a fifteen-acre site, the erection of a high school building of six hundred capacity with an auditorium for about twelve hundred, and the building of shower and locker rooms, but no gymnasium. The three trustees active with Superintendent Walter in this campaign are J. R. Abbot, R. G. Crane, and Rhoda A. Smith.

At present, San Gabriel sends 362 full-time students to the Alhambra High School and fifty-eight part-time students. Arrangements for the handling of the San Gabriel high school students for next year are in course of negotiation. The San Gabriel district will pay tuition of the students in the following four districts: Alhambra, El Monte, Pasadena, and South Pasadena. It is expected that all except twenty-five pupils will continue to attend the Alhambra High School next year.

In community coöperation for the relief of needy school children, there has been a remarkable response among the citizens of Fullerton. R. E. Green, Superintendent of the Fullerton Grammar Schools, has but to notify of a need and the community responds quickly and adequately. The case of feeding the children at noon was solved by one individual fixing the building for the cafeteria, another donating an electric dishwasher, a plumber doing the plumbing free, merchants donating food, and the P.-T. A. giving the labor. Some 300 to 340 children are served each day. Those capable of paying pay a penny a bowl, and others are given free tickets. Milk bottles placed throughout the City of Fullerton for contributions were well filled. The children are fed first, and then the homes are checked. This work is carried on by Miss Lydia Koonst, the school nurse.

Each Wednesday night in Fullerton from six to seven barbers of the town give free hair cuts to destitute children who present tickets given them by the school authorities.

It being the year of the Tenth Olympiad in Los Angeles, the summer sessions in that region are enjoying a greater attendance than usual.

The summer session of the University of Southern California this year numbers more than five thousand persons, the greatest number ever enrolled for summer courses in that institution.

The session of the University of California at Los Angeles upon the beautiful campus on the Westwood Hills is well attended. This institution is growing by leaps and bounds, and is likely within five years to have the largest enrollment of any university on the Pacific Coast.

E. H. Gibbon, District Superintendent of the National City Elementary Schools, is head of the largest elementary school system in San Diego County, under the direction of Miss Ada York, County Superintendent of schools. The five elementary schools of National City enroll some 1343 pupils, including kindergarten. Mr. Gibbon is on his fifth year as Superintendent. His educational program has been most progressive. At the present time he has placed Fred M. Tonge, a graduate of the San Jose Teachers College, with an M. A. from Stanford University, in charge of the Central School, with the additional

duties of curriculum director for the whole system. One of the goals that Superintendent Gibbon and Mr. Tonge have been working toward is to send a pupil into the junior high school with scientific data as to his ability and achievements. This data is a composite result achieved from Standard achievement tests, National Intelligence tests, and teachers' estimates. Further, work has been done for the differentiation of groups in grades four, five, and six. A drive has been made upon spelling and an improvement of 35 per cent has been the result. Teacher improvement is stressed. At present the teachers are enrolled in a seminar in reading under Mr. Tonge.

THE OPENING TERM enrollment of Miss Swope's Summer School at Long Beach exceeded five hundred students, which was more than that of last year. The expectation is that the northern section that convenes at Santa Cruz from July 25 to August 12 will also be very well attended.

Miss Swope's Summer School is unique in the annals of education in the West. For more than twenty years Miss Swope has been building an institution whose creed is service to the teachers. Fads come and fads go, but when anything in the field of education has been tested and found good and practical, Miss Swope then incorporates it in her curriculum.

It is not mere theory that the teacher receives at the Swope school, but the ways and means in devices of getting across the objectives of the subject-matter presented. It is the way of doing that Miss Swope and her corps of instructors emphasize.

In her faculty Miss Swope has some of the most outstanding educators of the United States. Among them are Doctor M. Madilene Veverka, director of elementary education, Los Angeles; Doctor Ellen B. Sullivan, psychology department, University of California at Los Angeles; Louise Pinkney Sooy, associate professor of art, University of California at Los Angeles; Winifred Van Hagen, chief of bureau of physical education for girls, California Department of Education; Robert Ethel Phillips, director of Cummock School of Expression, at Los Angeles; Mrs. Lorraine M. Sherer, director of curriculum for the Los Angeles County schools; Mrs. Ethel S. Ward, general rural supervisor, Shasta County, California; Mrs. Lucy E. Sanchez, girls' vice principal, Le Conte Junior High School, Los Angeles; Margaret R. Martin, director of creative music studios at Long Beach and Los Angeles; Mrs. Phyllis D. Lundkirst, head of department of music, Compton Junior College; Katherine Morrison, rural supervisor of art, San Diego County; Edna Armstrong, rural supervisor of art, Ventura County; R. E. Wialt, head supervisor of penmanship, Los Angeles; Roxana Byfield, department teacher of arithmetic in the Garvey district; Ella Stahmer, teacher of fine arts, Hollywood High School, Los Angeles; Roland A. Welch, head language department, Durfee Intermediate School, Detroit, Mich.; Helen S. Gass, assistant supervisor of physical education, Long Beach, Cal.

Miss Swope strengthened her faculty this year by the inclusion of Mrs. Lorraine M. Sherer, director of curriculum of the Los Angeles County schools. Mrs. Sherer, who has headed up the Los Angeles County school curricular publications that have been received with much praise, presented two courses—one on curricula primary grades and another on curricula intermediate grades. At Long Beach, Miss Heineman and Miss Sanderson, both of Doctor Veverka's department of primary education, presented courses. Miss Heineman gave a course on primary education, and Miss Sanderson on Americanization. This year Doctor Veverka presented a new course entitled "Primary Social Studies."

WILLIAM L. RICHER, principal of the John C. Frémont High School, Los Angeles, has been appointed an assistant superintendent by the Los Angeles Board of Education, to take the place made vacant by the promotion of Arthur Gould to the post of deputy superintendent. Mr. Richer has been in the Los Angeles school department since 1908, and has been principal of the Frémont school since its opening eight years ago. Prior to that he was vice principal at the Polytechnic High School, serving in that capacity for fourteen years. Salaries of both Deputy Superintendent Gould and Assistant Superintendent Richer were fixed by the board. Gould's salary is $6480 a year and that of Richer $5940.

IN ORDER to spread employment, the Los Angeles City Board of Education has adopted the policy that no teacher will be permitted more than one full-time teaching job during the year.

GLENN A. RIDDLEBARGER, district superintendent of the Placentia schools, during the past year has made the La Jolla school an experimental school under the direction of Doctor J. L. Merriam of the University of California at Los Angeles. Visitors from all over the country have viewed the work being carried on there.

JAMES C. HAINES is district superintendent of the Jefferson School District and has been for the past four years. Mr. Haines is a graduate of the University of Southern California, and previous to coming to his present position was principal of one of the Azusa elementary schools. The Jefferson School District is located in Lennox township, which is just south of Inglewood, Cal. Here Mr. Haines has two schools of more than one thousand enrollment and thirty-three teachers. Mr. Haines holds to the middle of the road educationally and is doing a fine piece of work. The seventh and eighth grades are organized as a junior high school program. Since his district is not in a municipality, the school has become the center of all community activity. Especially have the relief problems of the past year been under the attention of the school people. Through coöperation of all with Mr. Haines, much good has been accomplished for the needy in the Lennox district.

NORMAN R. WHYTOCK, assistant superintendent of schools, Glendale, received his doctor's degree in education from the University of Southern California this spring. His degree was taken under Professors Frank Charles Touton and D. Welty Lefever.

GEORGE C. BUSH, Superintendent of South Pasadena city schools, was honored this spring with the presentation of a book entitled "The Silver Years, 1907–1932," in commemoration of his twenty-five years of work in the South Pasadena schools. In the book were letters of greeting from educators all over the United States and also expressions from all employees of the system, with pictures and signatures. The dedication reads as follows: "To Superintendent George C. Bush, loyal friend and coworker, whose sincerity of purpose, constancy of effort, fullness of personality, and understanding of human nature has made our coöperative endeavors in youth training a most pleasant one, we take pleasure in dedicating this simple remembrance of a quarter century of genuine educational service."

THE ARTESIA GRAMMAR SCHOOL was exceedingly pleased to have one of their girls, a graduate of this spring, win a place on the United States Olympic women's relay team. Miss Betty Turner, the winner of the honor, is being coached by Charles Ruth, Occidental track man.

SEND FOR CATALOG to Harr Wagner Publishing Company, 609 Mission Street, San Francisco, Cal., publisher of Western books by Western authors, and specializing in books of the following companies: American Viewpoint Society, Augsburg Drawing Co., Blakiston's, Inc., Dutton & Co., Flanagan Co., Hall & McCreary Co., Mentzer–Bush & Co., Crowell & Co., Nelson, Thomas & Sons, Putnam's Sons, Wheeler Publishing Co., Whitman & Co. Also agents for "The Grade Teacher," formerly "Primary Education and Popular Educator."

A FRIEND is a person with whom I may be sincere.—*Emerson.*

AN EPOCH MAKING REPORT

The recent report to Governor Rolph, which charted a course of educational reform for California, the Carnegie Survey Commission recommended against the four-year regional college plan.

As submitted by Doctor Henry Suzzallo, president of the Carnegie Foundation for the Advancement of Teaching, the report recommended "that for the present the Legislature authorize no further expansion of senior college facilities apart from Berkeley and Los Angeles."

When facilities of the State University there have been utilized to the saturation point, said the report, a third senior college should be considered to be established "wherever geographical and population factors promise the largest service and economy. Sacramento, Fresno, San Jose, and San Diego were mentioned as possible locations.

Through the 1931 legislature, Sacramento, Fresno and San Diego battled for four-year regional colleges, and the result was authorization of the Carnegie survey on which more than a year has been spent by a board of seven nationally prominent educators in cooperation with California authorities.

High points of the report were the following recommendations:

1. Creation of a new State Board of Education exclusively composed of laymen, with ten members appointed by the Governor with consent of the two-thirds of the Senate and with the president of the state university the eleventh member, terms to be staggered.

2. Amendment of the state constitution to provide for an educational commissioner, appointed by and serving at the pleasure of the State Board of Education, to succeed and at a higher salary than the present elected Superintendent of Public Instruction. The present salary of $5000, the survey board felt, prevents obtaining the services of best qualified men.

3. Broadening the power of the university regents to embrace jurisdiction over the seven state teachers' colleges at Arcata, Chico, Fresno, San Francisco, San Jose, Santa Barbara, San Diego, as well as university branches.

4. Creation of a state council for educational planning and coöperation to knit together the activities of all state school agencies. This council would have eleven appointive members.

5. That the University of California at Los Angeles should ultimately be developed to a point where it awards the master's degree.

MEMORIAL SERVICE

Herbert F. Clark, E. W. Oliver, and B. W. Reed of the Los Angeles city school system prepared a memorial service in honor of Los Angeles school men and women: "In memory of those faithful teachers who loved childhood; who had faith in the development of character through education; who, through service to youth and society, served their fellow men, this program is dedicated."

Doctor Ernest Carroll Moore presided. Susan Dorsey spoke in memory of departed women, and Reynold E. Bright in memory of departed men. On the rollcall of those who passed on were many names with whom the writer was associated: Doctor Leroy Brown, James A. Foshay, W. M. Freisner, Doctor Lyman Gregory, W. H. Housh, Mark Keppel, George Larkey, W. O. Lowe, W. W. Tritt, Elizabeth Dunn, Ellen Galpin, Cora Lamb, Kate F. Osgood, Juliet Powell Rice, and others.

AN ECONOMICAL PROGRAM

The Vallejo *Evening News* of Wednesday, June 28, contains a complete report of Superintendent E. L. Cave's 1932–33 budget and his successful efforts to administer the schools on a genuinely economical program. The new budget will be the lowest in twelve years. This is due to the fact that Superintendent Cave has built up a substantial surplus during the past twelve years. It is rather unique in the history of school administration to build up in prosperous times a surplus that will bridge the stream of depression. There has been a decrease in taxes and an increase in salaries and equipment every year since 1920. The *News* says:

"Our people are fortunate in having at the head of our school system Superintendent Cave, as his experience during the years that he has been 'superintendent and business manager of various schools on the Pacific Coast,' has been carefully used in preparing the 'budget' spoken of. The most interesting feature of the figures submitted is the fact that since he took office in 1920 the taxes for the Vallejo schools have been reduced somewhat every year, and this in face of the fact that improvements have been going on all these years, new buildings have either been built or added to, and the old ones revamped and improved. Additional teachers and janitors have been employed to take care of the increase in schoolrooms, and the attendance has grown in great numbers.

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THE WESTERN JOURNAL OF EDUCATION
609 Mission Street, San Francisco, Cal.

VOL. XXXVIII JULY, 1932 No. 7

HIGH PRAISE FOR COURSES OF STUDY

COURSES OF STUDY in the San Francisco public schools today were pronounced "outstanding" in the annual report of the Curriculum Construction Laboratory of Columbia University.

San Francisco courses cited for honors by Columbia University were:

Elementary science, grades four, five, and six. Chairman, Mary E. Reene, principal Grattan School, assisted by Lillian Weeks, Catherine Hanlon, Gertrude Gardisier, Mrs. Bernice Pelkey, Naomi Hause, Muriel Roberts, Mrs. Edith Cochran, and Ida Batilora.

Elementary art, grades four, five, and six. Chairman, Mrs. Edith Cochran, principal Fremont School, assisted by Mrs. Lydia F. Largent, Mrs. Mary Hobart, Miss Elsa Ludeke, Aaron Altmann (director of art), Mary Carew, Cecilia Spain, Ramona Feely, Agnes Leonard, and Ileen Keith.

Health and physical education, uuit 2. Chairman, Leslie Reilly, Francisco Junior High School, assisted by Mrs. Grace Ahlers, Charlotte M. Koeppe, Glenn Mack, Clara White, Dora Savage, Mary A. Brady, and Mrs. Shirley H. McArthur.

Miss Bertha M. Roberts, deputy superintendent in charge of all elementary grades, has succeeded in making practical the new courses of study and in giving the children training in the essentials.

EDUCATION A COOPERATIVE ENTERPRISE

BY HERBERT F. CLARK,
Los Angeles

IN THIS PERIOD of stress and needed readjustments some seem inclined to forget that the public schools are a coöperative enterprise—coöperative as between the workers engaged in them —coöperative as between the workers engaged in them and the public that supports them. There is no place in them for autocratic and dictatorial attitudes and policies.

No one can deny that the people as a whole pay the bills, and by virtue of that fact are in a sense masters, and school people are servants; but the master–servant attitude and policy was repudiated by Abraham Lincoln in the Emancipation Proclamation, has been discarded by leaders of industry toward wage earners, and is resented by all peoples of intelligence in this day and age of the world.

Most school men and women are citizen-taxpayers along with their neighbors and friends, and as such are as vitally interested in the welfare of the community as any of the rest of the people. It is also recognized by business houses that they are liberal spenders of their money, and any curtailment of their income simply means a decrease in their spending capacity.

Abundant evidence is at hand to the effect that teachers are sensitive to the present economic depression and have increased their contributions toward charitable institutions and have taken, and are ready to take, their just share of retrenchment measures, but to treat them as mere servants, mere chattels, as it were, is beneath the dignity of modern personnel management.

Stern economic necessity may demand certain readjustments even at much financial sacrifice. At the same time, justice and fair play demand consideration for the human souls involved.

FACULTY MEMBERS HONORED

Alice Anderson

MISS ALICE ANDERSON has been active in the American Association of University Women since the founding of the Chico branch in 1920, having been its third president and working in it constantly. She has served the California state division of the association as recording secretary, treasurer, and chairman of international relations for terms of two years each.

At the annual convention held this year at Scripps College, Claremont, Cal., she was elected president of the California state division for a term of two years. Miss Anderson is the librarian of the Chico State Teachers College. She is outstanding in her field of work, possessing an exceptional knowledge of general books as well as educational references. She has the true library vision, which is the essential quality in the upbuilding and maintenance of a college library.

Florence Ritchie

Miss Florence Ritchie was elected with Miss Anderson as corresponding secretary of the state division for two years. Miss Ritchie is in the home economics department of the Chico State Teachers College. She has been active in the home economics of the state organization as well as in the Chico branch.

SUMMER SCHOOL ENROLLMENT

THE ENROLLMENT of the various summer sessions are as follows: University of California, 2600; State Teachers College, Arcata, 160; San Diego State Teachers College, 400; State Teachers College, Chico, 160; Fresno State Teachers College, 311; University of Southern California, 5000; San Jose State Teachers College, 1300; Stanford University, 825; Miss Swope's School, Long Beach, 500; State Teachers College, San Francisco, 1243; Santa Barbara Teachers College, 379.

All summer schools in Southern California show an increase, due no doubt to the desire of teachers to study in the section where they will have the advantage of the Olympic Games.

R. F. ESSERT, district superintendent of the Artesia Grammar School, is running a school in which educational development is stressed and opportunity is given to pupils to accept responsibilities. A trip through the various classrooms shows the fineness of the work accomplished. In that of Miss Clara Neilsen, first-grade teacher, "Sunshine Farm" is the theme. Here the pupils have made their book, built their farm houses, stocked them, and developed the whole term's work out of the unit. In the fifth grade, Miss Fannie Helms has developed a pioneer unit, with log houses and exhibits of the times. Each room throughout the school has some one theme to develop and all show excellent work.

FOOTHILLS

By BEULAH WELDON

[*The first-prize story in the third quarterly Harmon–Survey award in the field of public education.*]

Our furniture was half in the truck and half on the sidewalk. Mr. Sweeny, the reporter of the *Daily Herald,* begged us for some details of our "flitting." We told him we were going "over the mountain." Why we were willing to leave a comfortable Pennsylvania Dutch brick house for the doubtful comfort of a mountain dwelling, he could not understand. We did tell him that we were going to open a little one-room school that had been closed for two years, but fearing that he would confuse us with missionaries, we said no more.

All the stories I had ever read of fairyland came back to me as our truck plowed through the winding mud road, forded creeks, and finally stopped before a tiny white-washed log cabin. The creek, spanned by a rough foot-log, flowed in front, a pine-clad hill rose sharply opposite, and a small peach orchard climbed abruptly from the back door. I am sure the driver of the truck was relieved to be there, but gladder than he were the two young "mammy cats" that had journeyed in hat boxes fastened over the mud guards.

The doors and window frames of the cabin were olive green, and the floors were clean. The house smelled of pine wood. Food was to be kept in a cave on a hillside. The chicken house was spacious, with cement floor, but untenanted and uncleaned for two years. Going for water was like a trip to Titania's palace, a narrow grassy path between tall pines, the spring coming "out of the rock" and flowing through a bark trough. With night came the first flaw. The door had no lock. Our nearest neighbor lived a mile away. In our city ignorance we were worried, but a large rat trap soon solved our problem. This set firmly in the door which would not completely close assured us of safety.

Our first breakfast was exciting. My partner, Emma Burgess, economically burned up the scraps of paper and trash found in the house. I was in the act of turning the eggs when a terrific report shook the house. The stove lids rattled and the front panels of the stove flew out. A harmless looking little pill box of salt must have been priming powder.

That night old Lizette arrived. She was twenty-eight, but the proud curve of her neck bespoke a spirit of lingering youth. For hours that day I had labored with the chicken house. Fifty large boxes full of fertilizer had been cleaned off that floor and piled in the garden. Lizette's new home had been scrubbed and whitewashed. My back was stiff, but I forgot it when I looked at that beautiful old mare. We three were to live through many experiences together, some tragic, some humorous, but that moonlight night when she came to us she won her way to our hearts.

The first month in the new little home was spent in learning to know our neighbors. Mattie Thompson came daily to give me lessons in the care of Lizette. The Urners invited us to a peach paring and we stayed until the moon had set. Then we surrendered ourselves to Lizette, who brought us in inky darkness through seven fordings of the creek to our cabin. We went to the Sunday school picnic held on the school grounds, and my heart sank when I stepped inside that schoolhouse. For two years the doors had been opened twice, once in August of each year for the picnic. Apparently the windows had been opened more frequently, for there were evidences that it had been used as a lodging house by young men whose unsteady legs could not be trusted to carry them home. A platform stood at one end of the room, and on it a desk with a slanting top. The dust-covered books were strewn in disorder on the floor. A picture of George Washington with the glass broken hung crookedly over the teacher's desk. The ancient seats were screwed tight to the floor, which sagged alarmingly beneath the big rusty wood stove.

The week before school was to open we had a meeting with the trustees, Columbus Urner and Van Buren Reisler, and the County Superintendent of Schools. The third trustee, Ananias Brown, had been offended several years before and refused to attend. There were no sanitary arrangements. During that conversation I sacrificed my reputation for modesty, but achieved two modern sanitary toilets, placed the required distance from the stream, and, therefore, conspicuously along the road. They had value as an example to the community; only 40 per cent of our neighbors possessed one. We finished our rounds of the neighborhood by the end of August. We visited every house, met the parents, and enrolled the children for school. The grownups were courteous, but beneath their politeness we glimpsed their attitude toward "learning." Most of them were sincerely glad that the school was to be opened, but a few made it clear that should going to school affect the corn planting or the campaign "agin" potato bugs, the corn and bugs would come first.

We had been told that Aunt Liz had two children with her, little Maria, daughter of a niece dead at thirty with tuberculosis, and a boy "no kin, only the cow boy." Aunt Liz was glad to see us. Yes, her little Maria was a good child. She'd learn fast, too. No, that was the only one. The boy couldn't learn. He was "dumb." They just kept him to watch the cows and he'd be no use if he went to school. To tell her that he must go, that the law required it, was useless. The men "gigged" and dynamited the creek and trapped out of season. What could the law do, anyway?

The great first day came at last with an enrollment of twenty-four boys and girls from six to seventeen years old, and theoretically from the first to the seventh grades. They came barefoot and curious. We spent the day getting acquainted, and by afternoon I had decided that there was only one way to grade my pupils—in two groups: those that had been in school and those that had not. If one child should perchance stray from one group to the other it wouldn't matter much.

Those shy boys and girls in their overalls and calicoes, many of whose grandfathers had fought in the Civil War, had never heard of America. They thought their country was ruled by a king and that the name of the king was Mr. Wilson. Some were without doubt eligible for membership in the Daughters and Sons of the American Revolution. I soon found that they were lineal descendants of the men who revolted against George the Third, not only in the fact of birth, but essentially in spirit. If they had had a motto it would have been, "We won't take nothin' off nobody."

The school tradition was for discipline by beating. Mr. Muller had achieved fame as a pedagogue by making it necessary for the mothers to sew on each morning the buttons that had been spanked off the day before. I had been advised by a seasoned parent, the father of three "do less" boys and two prostitutes, to "treat 'em rough," and so we formed a student government, albeit with difficulty. They had never heard of voting. My oldest girl, who was slow of speech and thought, was unwilling to vote. I finally got her to say that she had been told never to "sign no paper." The two "bad boys" of the school were elected president and vice president. One of the rules decided upon by the officers was that there was to be no spitting on the floor. When this announcement was made, Carrie, the one who had been afraid to vote, said loudly and without preface, "If I want to spit, I'm going to spit." This was challenged by the new vice president, who proceeded to prove forcibly that he was able to enforce rules by beating up Carrie's brother since he could not beat her.

A teacher of a formal school would have been horrified at many things. Much dog trading went on among the boys, one of whom owned fifteen. It was no uncommon occurrence to have a nice friendly dog, on his way from one home to another, spend the day tied to the leg of his owner's desk.

We found very early that we could simultaneously learn and play and be of some use to the community. The parents of the children had no recreation. We decided to furnish it. Every month we gave a play or a party of some sort to the grownups. First there was an Armistice Day celebration. The owner of the newspaper in the nearest village gave us a flag. The trustees of the school cut and planted a pole in the front yard. Everyone was invited. More than half of the guests refused the printed programs with the words, "Can't read." The children

sang and recited. The minister in his opening prayer thanked God that the teacher and the nurse had come to them. The flag was raised with ceremony and a tow- headed boy in overalls read the Declaration of Independence. His sister came to me the next day. That night there had been a disagreement at home which I was to settle, please. "That there word, Pap he said it is 'declamation' and Maw she said it is 'decoration'; which is it?"

Every experience taught us more forcibly that interest is the mainspring of learning. Children who were bored to apathy by schoolroom routine sweated in their efforts to learn to read their parts in entertainments or the words of the songs they sang so happily.

During these months Emma Burgess was sowing the seeds that were to grow into a genuine interest in and respect for health. A toothbrush drill was introduced. The "chores" of the "health crusaders" were counted daily by striving "pages" and "squires," and the stumbling block for most of them was the weekly bath. The "chore" of washing hands before meals made it necessary for towels to be hemmed in sewing class and washed each day after the noonday meal. Hot soup or cocoa was cooked on the new wood stove, the sugar, cocoa, and vegetables brought by the children in turn, the milk furnished by the "community cow," given to us by a kindly physician and the State Federation of Women's Clubs.

Christmas, Washington's Birthday, Easter, and the coming of spring were celebrated by school and community together. Mothers came to school to make the boys' costumes for the health pageant in May, the girls making their own in sewing class. A sloping hillside above a grassy meadow was our theater. A sapling poplar was the Maypole, and an oak stump the queen's throne.

Early in the afternoon of this festival day, streamers of bright crêpe paper were fastened to the Maypole and wrapped around it safe from the slight breeze. Consternation reigned when, just before the performance, it was discovered that a cow, in protest against this use of her pasture, had chewed the strings of the Maypole. Safety pins soon repaired the damage and the little health fairies slew the dragon germs, and pie and fried foods and other enemies of healthy children.

During these months our household had rapidly grown. We had taken to live with us Aunt Liz's cow boy, Terence, little Maria, and her two older sisters, who had been infected during their infancy by their tubercular mother. We took them first because they needed a home, but also because we found out, even in this short time, what happened to children left without proper guardianship. My partner made a six months' survey for the Department of Agriculture, which was an attempt to evaluate the "human output" of the community during the preceding hundred years. Those findings were labeled "dynamite" and left unpublished, but they taught us the sordid future of children left without parents. Another reason for taking the children was the deep-seated belief that God sent tuberculosis and that it was useless to expect to recover. The rapid cure of these two girls did much more than any amount of preaching, and besides our neighbors could no longer feel Old Aunt Carrie's contempt for "two old maids telling us how to bring up our children."

I should like to linger over those early months. The County Board of Education was generous. The platform was discarded and a new desk placed in the corner of the room. A new roof made the pails set about to catch the rain unnecessary. The children's desks were unscrewed from the floor so that the room could be used for community parties. When the new desks came, the old ones were taken out and placed under the trees. There, on warm days, the children studied in groups in the open air. One day when a visitor arrived there were only six children in the room; the others were out under the trees. The student government put down deep roots. One morning our little Terence awoke with a cough and a temperature. I had to drive six miles for a doctor. My way led by the home of the vice president of the student government. I stopped and asked him to open school without me. Returning at 10:30 I found the flag up, opening exercises over, and three arithmetic classes in peaceful progress.

During the second summer the physicians in a near-by sanatorium volunteered to make a physical examination of the school children. We had 100 per cent attendance, although some of them had to be "fetched" by old Lizette. The defects disclosed were corrected. This meant many trips to the county seat, where Miss Burgess "specialed" four cases of tonsillectomy at one time. A generous dentist from "over the mountain" held a dental clinic in our house.

Gradually our work developed and extended. A reading club and a "singing society" for grownups met once a week at the schoolhouse. Miss Burgess was authorized by the County Superintendents to extend her health activities to the three near-by schools. During the second year my "free" school was given a setback by the appearance on my wall of a daily schedule which divided my day into twenty-six periods. Its presence had a depressing psychological effect, although I can truthfully say I never carried it out consistently one single day of my teaching.

For four years we lived and worked in our schoolhouse and on our little farm. "Manna" from interested friends helped to keep the family together. Now the "dumb" cow boy who had had to start in the first grade, although ten years old, was ready for high school after four years' study. One of the girls, too, was ready. We knew that just over the next foothill was another community exactly like ours, and another and another. We couldn't live in all of them and we couldn't induce others to leave the city for such a life as ours. (In my enthusiasm I had approached a number of colleges and talked to the seniors. This was during my second year of teaching. With more experience there came the conviction that much more than a college degree was necessary, that to place in an isolated rural school an inexperienced college girl—inexperienced in life, not in teaching method—would often be fatal to her and probably only a degree less so to the school.)

The only solution seemed to lie in bringing these communities together. The village three miles away was the logical center, and so in the beginning of our fifth year we tore up our roots, not painlessly, and moved our family to the village. For two years I worked in the two-room school as assistant to the principal, who had taught in the same room for forty years.

Miss Burgess was taken over by the health department, first as public health nurse for the upper part of the county and then in charge of the county as a whole. After six years of classroom work I began to feel that what I had learned might possibly be put to some wider use. I did not want to leave my chosen state, so I sought the State Superintendent of Schools. "Frankly," said he, "I see no place for you in our system unless you wish to train for a year or so as a helping teacher. But even then I doubt if you would do. You are interested in the sociological conditions surrounding the schoolhouse. That's all right, of course, but we want teachers whose main and controlling interest is in classroom methods." The vision of my daily schedule rose before me and I departed sadly and with many a backward glance at my beautiful adopted state.

* * *

Almost two years have passed and I return for the Christmas holidays. I find a vigorous county nursing and health program.

In the village the community club, organized with much difficulty three years ago, is flourishing. It holds a weekly meeting and dance and owns its own piano. The consolidated school is a solid fact of red brick. Its doors will open next week, and to it next term will be brought the children of our little mountain schoolhouse and those of the three similar and adjacent communities. I think this means more light in the foothills.

GOOD ADVICE

GEORGE S. CLASON, author of "The Richest Man in Babylon," an attractive booklet and a study for those who desire much gold, says: "A part of all you earn is yours to keep. Pay yourself."

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

Vacation Reading

By MRS. JULIA BABCOCK,
Librarian Kern County Free Library

Vacation! What a thrill the word gives to every child, no matter if the fact means nothing more than old clothes, bare feet, and the nearest swimming pool. If perchance it means the transfer of the domestic menage to the mountains or the seashore by way of change for the entire family, that indeed is joy. Probably, many more children, however, stay in the customary home environment, and when the first happiness of building aëroplanes that refuse to fly, tree houses that prove insecure, or wheeled conveyances that wobble through the streets with a delightful earsplitting racket, when these things begin to pall, and mothers begin to grow gray, then the boys and girls turn to the library.

Perhaps it is to learn from books or a mechanically minded and sympathetic librarian more of the exact detail required to bring their building projects to a more successful issue that they come, but this is the moment when vacation reading plans may really be promoted. Here is the opportunity of the children's librarian. Perhaps a "treasure hunt" is planned with a list of titles from which to select eight books to read, and herein lies the test of the librarian's skill, for the books must be interesting, first of all, and should also be selected from among the books that every child should know. Some pertinent question is asked about each book, and the hunt is to find the correct answer. For example, "What helped Mary to find the door to the secret garden?" and "What reward did Katrinka ask of the czar for dancing with him?" bring to light the hidden treasure in Frances Hodgson Burnett's "Secret Garden" and in Helen E. Haskell's "Katrinka." Pirate posters may be used to announce the plan, for every boy loves to think of himself as a swashbuckling pirate wielding an impossible sword. The list of books may include fairy tales for the little ones, books of stirring interest in fiction, history, and travel, together with some stories of animals. Each child may read four of the fiction or of the fairy tales and one each of the other classes.

When the course is completed, a diploma may be used having an overflowing treasure chest in the background, fairly spilling out its wealth of jewels, and on this may be inscribed the name of the reader to whom it is presented, the number of books read, and the signature of the librarian and the children's librarian. If twelve or more books are read instead of the required eight, a gold star bearing the insignia of the library is attached to the diploma at the lower left corner. There should be a formal gathering at the time of the presentation of diplomas to lend added dignity to the reading plan, and there should be music and readings by the children themselves, and, of course, a story, preferably by a visiting librarian. A book may be presented to the child who reads the largest number of books. This makes a fitting end to the vacation reading plan.

Another year, a trip around the world may be undertaken. Who would not wish to go to the port of heart's desire, even though it were only by way of the ship of the imagination? A passport should be used, and I think this idea originated with the Los Angeles Public Library. On each passport may be pasted a snapshot of the boy or girl making the trip. A wide range of books may be selected and freedom of choice granted as to countries to be visited. As the books are read, the name of the place and the author and title of the book is entered on the passport. Short reports may be printed or mimeographed, to be filled in with the authors and titles and interesting points about the countries visited during the reading voyage. As a background for these diplomas there should be a ship in full sail, and the passports are also given to the participants.

At one library a flag of the United States was outlined, and as the boys and girls read the books recommended a strip of red paper about half an inch in width was pasted on to a stripe until each stripe was completed. A silver star was added for six books. Those completing the course and the flag were given a patriotic picnic by the American Legion. Nobody knew just what such a picnic might be, but that added to the mystery and the glamour which kept the children on the tiptoe of expectation.

"A Journey to Bookland to Make Book Friends" is an interesting theme, in which the child may make the acquaintance of Haroun-al-Rashid and Ali Baba, of Tom Sawyer and Huckleberry Finn, of Robinson Crusoe and Hans Brinker, of Pinocchio and Hitty, and all the familiar friends of childhood. A brief report may be filled out giving author and title and the book friends made, and the child's estimate of each one.

At one branch library the custodian is conducting a weekly reading hour, which is really only a half-hour, but a period which the children greatly enjoy. Reading aloud ought not to become a lost art, and much could be done by this means if judiciously planned and carried out. Because one is not an expert story-teller need be no reason for not having the children get together occasionally at the

CRAIG PATHWAYS IN SCIENCE

The first reactions to these books are now coming in, and they are most enthusiastic. The following from an ASSISTANT SUPERVISOR IN THE LOS ANGELES CITY SCHOOLS is typical:

"I have just reviewed the two books you sent me about a week ago, *Pathways in Science*, Books 3 and 4. This is certainly the finest piece of work that I have seen done in any science reader. It is not only a rich course in nature study and science, but a splendid reading program. It is just the type of work that we need, not only for our average pupils of third- and fourth-grade ability, but for our slow-learning people of the adolescent age that have fourth-, fifth-, and sixth-grade comprehension ability. I shall be interested in seeing your books 5 and 6 when they are completed. I shall certainly recommend these books most highly wherever I am given an opportunity to do so. I wish to state again that they are the finest piece of work that I have ever seen, and I am sure you will meet with great success as soon as this seeming depression comes to an end."

Books like Craig's Pathways in Science help children and teachers to forget their troubles.

GINN AND COMPANY
45 Second St., San Francisco

library for a happy acquaintance with good books.

This summer the children's librarian in Kern County has planned to have the children of Bakersfield and at many of the branches fill a little book shelf like the one at the top of this page. The book shelves are made from tan poster paper with the aid of a little india ink, and each child is given the empty shelf to fill. When he has read a book and returns it to the library, a little book is cut from some brightly colored book jacket, the title of the book is printed on the back and below it the author's name, and the book is pasted on the shelf. Eight books fill the shelf. Those who wish to do so may read more books and receive a gold seal on the diploma, but only one shelf is given to each child, not a whole bookcase. If only it could somehow be brought to pass that every child might have a real shelf of books of his very own!

Thus far the topic of vacation reading has had to do only with children. There is also the older boy or girl on the threshold of youth who is shy and self-conscious, or perhaps self-assertive, but these young people respond very quickly to helpful suggestions about what to read. Kern County Library has recently installed the beginning of a collection of books marked "Y" for young people, and kept in the adult department for advanced readers of the eighth grade, and especially for the first and second year high-school students. Here may be assembled some of the old, more of the new, if possible, but all carefully chosen to fit the needs and the desires of this adolescent age. The librarian must keep eyes and ears open for comments on this collection, if she would make it the success it should become. Much more attention should be given the matter of book selection for youth than is usually accorded it. Here is an interesting field of endeavor waiting in most of the libraries of the country to be developed. Cleveland has its splendid Stevenson collection in a room set apart for young people, and this seems more to be desired than merely to select books for the older boys and girls and leave them side by side with the books for the younger children and in the same room. A separate collection in a room by itself, where space permits, or in a section of the adult department, lends dignity to this in-between age.

Adults, too, enjoy special vacation reading privileges. Sometimes this consists chiefly of the extension of time on a group of books for summer reading where readers are to be out of town for the entire season, but annotated book lists published in the local papers bring such a quick response as to indicate that patrons are ready for this kind of help from the library. Perhaps, with reduced book budgets in almost all libraries, more of this kind of service can be given in connection with those books which are purchased. If the ledge of gold is running out, it must be mined more thoroughly. Some of the large libraries print annotated lists on many subjects, and these lists are handed to anyone desiring them, and the response is immediate. The constant use made of the "Reading with a Purpose" booklets shows the steady demand on the part of adults for worthwhile suggestions as to courses of reading.

Again, Los Angeles Public Library has a delightful list for adult vacation reading, arranged according to the thoughts expressed in the stanza which they use as a heading:

If you're longing now for Laughter,
Just take along a book.
If it's Romance that you're after,
Why, take along a book.
If adventure seems to hold you,
If tales of love enfold you,
Just remember that we told you
To take along a book.

Library Custodians Meet

On June 3 a meeting of custodians of community branches of the San Bernardino County Free Library was held at the courthouse in San Bernardino. The meeting was attended by custodians representing twenty-three of the sixty-six branches giving library service to residents of a county with an area almost equal to the combined area of the states of Vermont, New Hampshire, and Rhode Island.

Miss Caroline S. Waters, County Librarian, called the meeting to present to the custodians an outline of a special economy program which will be put into effect for the ensuing fiscal year. The custodians were taken through every department of the county library, and the administration of each was explained to them in order to promote more effective coöperation between the branches and the main library.

The program consisted, in addition to the address by the County Librarian, of reports on the library activities of each custodian during the year and a general discussion of same. There were addresses by Miss Margaret Hamilton of the County Free Library staff on children's work and children's books and by Miss Lura Wallace, community branch assistant, on reference and request work in the County Library. Mrs. M. B. Doughten gave a talk on "The Library of Congress," and at luncheon, which was held at the California Hotel, the after-luncheon speakers were Miss Pauline Stiles, San Bernardino author, who told of some of her experiences with authors and publishers, and Miss Margaret Montgomery, who gave several readings of her own poems.

Notes

Miss Mary Long was married at Bakersfield on June 20 to Louis M. Nourse of Brooklyn, N. Y. Miss Long has been in charge of circulation at the Kern County Free Library and Mr. Nourse, who was formerly in the Kern County Free Library, has been "assistant to the librarian" at Brooklyn since 1931.

A few days prior to the wedding Miss Long and Mr. Nourse were the guests of honor at a luncheon party given by the staff of the Kern County Free Library. Mrs. Julia G. Babcock, County Librarian, presided as hostess and presented the couple with a beautiful gift on behalf of the staff.

During the month of June the county library organizer has visited headquarters and numerous branches of the following county libraries: Kern, Tulare, Kings, Humboldt, and Trinity.

THE PROPONENTS of the initiative measure for the equalization of the public school tax in California will have a hundred and sixty thousand actual voters on the petition, or thirty thousand more than required by law. The people of California should vote for this measure, as the entire school system of California is based on the principle of equalization back of this bill. A district with many children and very limited assessment means inadequate educational facilities. There should be a law that would provide for equal opportunity for education for all children without regard to the taxable property within the district.

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STATE BOARD OF EDUCATION

Items of Public Interest From the Proceedings of June 24 and 25, 1932

THE California State Board of Education met in regular quarterly session at the Humboldt State Teachers College in Arcata, Cal., June 24 and 25, 1932, since it is the policy of the board to meet where there are located institutions coming under the board's direction.

The following members were present: C. L. McLane, president; Gordon Gray, vice president; Allen T. Archer, E. P. Clarke, Lewis P. Crutcher, Alice H. Dougherty, Robert E. Golway, William H. Hanlon, and Daniel C. Murphy.

A welcome was extended the board by President Arthur S. Gist. The members of the board, Superintendent Vierling Kersey, and other persons in attendance at the meeting were entertained at dinner by President Gist and his faculty and were recipients of other courtesies extended by the college.

The board was also welcomed to Humboldt County by Mrs. Bertha R. Murray, County Superintendent of Schools of Humboldt County. Mrs. Murray invited the board to inspect a display of rural school work prepared in the schools of Humboldt County and exhibited at Humboldt State Teachers College.

President McLane, having recently returned from an European trip, was welcomed by the members of the board. Mr. McLane expressed appreciation of the confidence shown by the board in reëlecting him president during his absence.

The members of the board expressed regret at the passing of Mrs. Amy S. Steinhart since the last meeting of the board. A resolution of appreciation and recognition of Mrs. Steinhart's service to education in California and sympathy to Mrs. Steinhart's family was adopted and recorded in its minutes to be preserved as a part of the educational annals of the State of California.

A resolution was adopted conveying to Judge M. C. Sloss appreciation of the splendid service he rendered gratuitously to the cause of public education in California by so ably and successfully representing the board in the recent textbook controversy.

The Pacific Coast Association of Collegiate Registrars was added to the approved list of organizations in accordance with section 2.1520 of the School Code.

The calling of the biennial State Music Conference was authorized to be held in Oakland Easter Week, 1933.

A petition presented from Whittier College, requesting that it be approved, to offer training for kindergarten–primary credential, was approved, inasmuch as this field of service is that which had already been approved for the Broadoaks School, and, now that Whittier College and Broadoaks have joined their forces, it is proper that Whittier College be approved accordingly.

An opinion was presented from the office of the Attorney General of California to the effect that state printed textbooks must be furnished free to pupils in the seventh and eighth grades in junior high schools.

Appointments were made to fill vacancies on the California State Historical Association Committee of the State Board of Education. The membership consists of the following persons: Allen T. Archer (chairman), E. P. Clarke, Doctor Lewis P. Crutcher.

Appointments of faculty members and employees in State Teachers Colleges of California, the California School for the Blind, and the California School for the Deaf, in accordance with the recommendations of the presidents and nomination of the Director of Education, were approved.

The board voted to hold its next quarterly meeting October 7 and 8, 1932, the place at which the meeting is to be held to be decided later.

The board authorized the calling of the annual convention of county, district and city superintendents, to be held at a place later to be determined, and to be held during the week of October 10, 1932.

The board was particularly interested in a study which represented the recommendation of the California Curriculum Commission in connection with California history and California geography. The commission recommended for the board's consideration for adoption and printing a book of maps and materials, and also the book "Our California Home." These materials, however, were rereferred to the Superintendent in order that they might be placed in revised form better suited for the use of the grades for which they were recommended. The board will later take this matter up for further consideration.

L. A. Nichols, Comptroller of the University of California, met in conference with the State Board of Education for the purpose of considering problems of mutual concern. The particular items considered were those which had to do with general policies of finance, particularly in connection with necessary retrenchments. The Board of Education recognizes, as does the State University, the need for reduced educational expenditure. The board was very mindful of the fact that, should there be action on the basis of these needed reductions in expenditure, some similar policy might actuate the officials of the university as would actuate the State Board of Education in connection with the institutions under its direction.

The Teachers Retirement Board reported the following annuitants approved for retirement. The following group receive full pensions of $500 per annum:

Ames, Isabel, San Francisco.
Balcomb, Ernest Elwell, Etna, Cal.
Bascom, Caroline Elizabeth, Dunsmuir.
Bird, Richard Neil, Los Angeles.
Botto, Mrs. Mary Gross, Sutter Creek.
Brooks, Mrs. Jessie M. Greyson, Claremont.
Carter, Ida Elize, Berkeley.
Christiansen, Frederica, Exeter, Tulare County.
Combs, Ora Viola, Red Bluff.
Conrad, Lenore, Los Angeles.
Crandall, Jessie Mabel, Pasadena.
Cromwell, Mrs. Bertha W., Oakland.
Crozier, Mr. George Wilmot, Inglewood.
Curtis, Mary Elvira, Visalia.
Dean, Miss Clara Avilla, Los Angeles.
Ebert, Mrs. Hannah Marie C., Escondido.
Eckhardt, Clara Elizabeth, Monterey.
Elliott, Kate May, Los Angeles.
Folsom, Sovia A., San Francisco.
Franklin, Fannie N., San Francisco.
Gale, Mr. Goddard Frederick, Oakland.
Garlinghouse, Isabelle, Modesto.
Hampton, Mrs. Martha Jane, Shafter.
Haupt, Hermine Marie, Los Angeles.
Hilke, Louise J., Stockton.
Hoyle, Mrs. Anna L. Cothran, Doa Palos.
Huff, Helen M., Seattle, Wash.
Hunt, Miss Charlotte Folger, Alameda.
Kent, Hattie A., San Francisco.
Kinzie, Mr. Titus E., Burbank.
Knopf, Anna Sybil, Los Angeles.
Lacy, Mr. Jasper Newton, Huntington Park.
Lapham, Edith Maud, San Francisco.
Lime, Sadie J., Claremont.
Mathews, Miss Tennie, San Luis Obispo.
Matthews, Mrs. Ina L., Los Angeles.
McCroskey, Miss Orrell Emily, San Francisco.
McFeely, Agnes, Oakland.
Morgan, Mrs. Isabel Mary, Berkeley.
Nims, Leora B., Azusa.
Nolan, Margaret Ellen, Napa.
O'Connor, Martha Helena, Grass Valley.
O'Farrell, Mrs. Mabel Elizabeth Hale, San Diego.
Parker, Phoebe Lois, Los Angeles.
Riffe, Mrs. Hannah Cosgrave, Sacramento.
Rinehart, Amy Hardin, Oakland.
Rodgers, Mrs. Mollie Wichmann, California.
Rogers, Miss Ada Byron, Oakland.
Stephens, Mr. William Logan, Long Beach.
Stone, Mrs. Eva Maud, Berkeley.
Thomas, Mary Eva, San Francisco.
Tolley, Florence May, Red Bluff.
Uren, Mrs. Nellie Blizzard, Watsonville.
Westerman, Mr. Pleasant Bailey, Potter Valley, Mendocino County.
White, Mrs. Katherine Bond, Riverside.
Young, Mr. John W., Carpinteria.
Whitlock, Frances Jeannette, Hermosa Beach.

The following will receive the amounts noted:

Baty, Ida, San Jose, $333.32.
Hanlon, Felicia Mary, San Francisco, $350.
Higgins, Fanny, Oildale, $316.64.
Johnson, Mrs. Carrie E. Lewis, Los Angeles, $483.32.
Johnson, Willamette, Ashland, Ore., $483.32.
Laton, Mrs. Minnie Joy, Berkeley, $266.64.
Maltbie, Ralph Waldo, Los Angeles, $483.32.
Martin, Agnes Louise, Pasadena, $400.
Quirk, Anna May, San Francisco, $416.64.
Ramseger, Mrs. Anna T., Los Angeles, $283.32.
Selden, Meltha E., San Dimas, $466.64.
Simons, Robert R., San Jose, $433.32.
Van Arsdale, Norma Himes, Stockton, $250.
Wolcott, Oliver George, Burlingame, $433.32.
Blake, Mrs. Emma Turner, Berkeley, $333.32.
Williams, Virginia Hardy, San Jose, $416.64.
McGlade, Blanche B., Red Bluff, $400.

The following resolution was adopted by the State Board of Education on June 25, 1932:

Resolved, That the State Board of Education hereby expresses to Mr. Vierling Kersey its profound appreciation of his loyalty to his work as State Superintendent of Public Instruction in declining to leave his post for a less arduous position with much larger remuneration.

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BOOK REVIEWS

PHYSICS FOR SECONDARY SCHOOLS, by Oscar M. Stewart, Burton L. Cushing and Judson R. Towne. Published by Ginn & Co. Price, $1.72.

The text provides numerous teaching aids. In addition to the introductory questions, each chapter is equipped with objective thought questions. Problems (involving quantitative applications) are supplied whenever their solution will lead to a better understanding. The use of this book should be accompanied not only by suitable laboratory work, but also by classroom demonstration experiments.

STANDARD PRACTICES IN TEACHING," by William C. Bagley and Marion E. MacDonald. Published by The Macmillan Company.

This book aims to present in a terse summary form the standards that should govern various procedures in teaching in so far as there is general agreement upon these standards among competent students of the problem, competent teachers in service, and particularly among those who advocate this or that procedure. The treatment is frankly preceptive—at the risk, perhaps, of seeming at times to be dogmatic, perhaps even pedantic! This is in the interest of clearness and brevity, but not, we think, with any sacrifice of truth and service.

INTERPRETATIONS OF PHYSICAL EDUCATION, edited by Jay B. Nash, chairman department of physical education. Published by A. S. Barnes & Co. Price, $2.

This volume on character education through physical education is the third in the series of "Interpretations of Physical Education." The central theme was chosen because of the prominence which character education as an objective of education has assumed during the past decade. Physical education has as its objectives all of the objectives of general education, and in this list of objectives character is of even greater importance than health. Table of contents follows: Character Defined, The Bases of Character, Physical Education and Character, An Evaluation of Physical Education Activities for Character, Principles of Methodology in Physical Education, Examples of Methodology in Physical Education, Problems of Administration.

WESTWARD TO THE PACIFIC, by Marion G. Clark. Charles Scribner's Sons.

History stories of what happened in America when it was a land of mystery, up to the present day. Told in a very interesting style. With many illustrations.

HEALTH AND HOME NURSING, by George Margaretta Douglas. Published by G. P. Putnam & Sons. Twenty-nine illustrations. Price, $2.50.

A partial list of chapters follows: Concern for Health Among Prehistoric and Primitive People, Concern for Health in the Ancient World, Concern for Health in the Medieval World, Centuries of Progress in Health and Nursing, The Selection and Care of the Room for the Sick, Laying the Foundation for Health, Care of the Baby and Pre-School Age Child, Symptoms of Illness, Diet for the Sick, Medicine in the Home, Prevention and Care of Communicable Diseases, Treatment of Emergencies, Occupations for the Sick. This book is written in an interesting style, with questions and activities that make it a very teachable classroom book.

ELEMENTARY WORLD HISTORY, by Charles A. Beard and William C. Bagley. Published by The Macmillan Company. Price, $1.20.

This volume completes a series of books for the grade schools. The companion works are "A First Book in American History" and "The History of the American People." Although each volume is independent in itself, a unity of purpose knits them into one organic whole.

LEARNING TO SPELL, by William Henry Coleman, Herman Lee Donovan, George Willard Frasier, and Alexander J. Stoddard. Elementary Book (second to sixth grades, inclusive), price, 48 cents. Advanced Book (seventh and eighth grades), price, 36 cents.

BRET HARTE, ARGONAUT AND EXILE, a biography by George W. Stewart, Jr. Houghton Mifflin Company, publishers, Boston, Mass. Price, $5. For sale at book stores.

Professor Stewart of the Department of English, University of California, Berkeley, had the environment, the intelligence, and the will to write a worthwhile biography of Bret Harte. He has produced a standardized book. His statement of sources and notes occupy forty pages. We regret that it was not possible for him to come in closer personal contact with those who were intimately associated with Bret Harte. We would have appreciated more intimate glimpses of his social and spiritual side. The book is a wonderful presentation and analysis of his formal intellectual activities. Men, like children, never reveal their true selves when facing the glare of the public gaze.

We have in the book the complete story of Bret Harte, his various environments, his successes and his failures, and his pitiful end in London. It does not seem possible that with his achievements he should have had so few intimate friends. Such is the record, however, of men of genius. They have many acquaintances, crowds of admirers, but very few intimate friendships. This book will give a new impetus to the fame of Bret Harte, and it will be read by all who are interested in the literary and historical development of the West. It is a great contribution and deserves a permanent place in our library shelves.

TUMBA OF TORREY PINES, by William Maurice Culp.

Lee Shippey of the Los Angeles *Times*, July 8, has a two-column article on the Torrey Pines, based on this book, published by Harr Wagner Publishing Company. He says:

William Maurice Culp is the author of a very charming book, "Tumba of Torrey Pines," which ought to put an end to all that inaccurate "they say" information, or misinformation, but of course it won't. For nothing dies harder that misinformation. Yesterday, with some friends who have lived near Torrey Pines for years, we drove over that grade and discovered that they (like us) really knew nothing of the pines which give the hill its name except that they are very unusual. So we got out Culp's book. Culp makes the pines tell their own story, in this wise:

"We pines," said Tumba the Elder, "appeared in the Devonian age, which was millions and millions of years after the start of the Paleozoic age, of which ours was the fourth period. The Devonian age was a period of great earth movements. Volcanoes spouted out thousands of miles of boiling lava. The earth in places sank hundreds of feet and the waters of the oceans rushed in. Land was raised out of the seas and mountains were made of it. It was the age of great and monstrous fishes, the like of which have never been seen before or since."

SONGS FOR THE SCHOOL YEAR, for Junior and Senior High Schools, compiled by George S. Dare and John M. Avent. Published by A. S. Barnes & Co. Price, $1.20.

This book consists of a collection of standard songs, carefully selected, comprehensive in scope, and edited with a definite purpose. Each song has been prepared for practical use and may be sung by singers with only average voices.

TAP, CAPER, AND CLOG, Fifteen Character Dances, by Helen Frost, author of "The Clog Dance Book," "Clog and Character Dances," "Oriental and Character Dances." Published by A. S. Barnes & Co. Price, $2.

This book meets a need for further dances with educational approach and emphasis. The silhouettes are exceptionally good.

WESTERN SCHOOL NEWS

MISS EDWINA CARROLL KENNEY of Santa Barbara is the author of "Joaquin Miller, the Adventurer," in the May issue of "The Kadelphian Review." The story is based on Harr Wagner's address "Joaquin Miller and His Other Self." Miss Kenney is taking special work in English at Stanford University during the summer session.

VAUGHN MCCAUGHEY, the editor of the *Sierra Educational News*, is known nationally as a lecturer on cultural subjects. He left California on Friday, June 17, to fill an engagement for a series of lectures at Chautauqua, New York.

MISS EFFIE E. SMITH, principal of the Frank McCoppin School, San Francisco, has written for *Radio Broadcast* an excellent message on "Humane Education and Its Relation to World Friendship."

ALICE ROSE POWER, Fannie Mooney, Mrs. Susie Connell, and the O'Neal sisters visited Mexico City during vacation. They traveled via Southern Pacific and Mexican Central.

HELEN HEFFERNAN, chief, Division of Rural Education, State Board of Education, sailed for Mazatlan, Mexico, on July 6. A group of her friends and coworkers were at the boat to wish her a safe voyage. Most of her time will be devoted to an intensive study of the Mexican situation in reference to the public school education of Mexican children in the United States.

THE NEW Edward L. Doheny, Jr., Memorial Library at the University of Southern California, a million dollar structure, will be dedicated in September.

THE GRADUATE SCHOOL of the University of Southern California was attended by 1465 students from 253 institutions, 44 states, and 7

foreign countries during the 1932 spring semester. The states most numerously represented are California, New York, Illinois, Kansas, and Iowa. Graduate students at U. S. C. also hail from England, France, Germany, Russia, Scotland, the West Indies, and South America.

Dean Lester B. Rogers of the summer school of the University of Southern California advises that a record enrollment is attending the 450 classes of the first term, which opened June 20 and closes July 29. U. S. C. is cooperating with the Board of Education in the operation of the only two public schools open in Los Angeles this summer, an elementary demonstration school and a secondary school. The second term of the Trojan summer session opens July 29 and closes September 2.

Doctor William H. Snyder, of good Pennsylvania German stock, well-known textbook author and a director of the Los Angeles Junior College, has been given a distinctive honor. President Sproul of the University of California at Berkeley unveiled a beautiful portrait of Doctor Snyder by Arnold Mountford, the gift of the 1932 graduating class to the school.

The League of Western Writers, with Carl Holliday president and Mrs. F. H. Colburn chairman of the entertainment committee, has arranged for a big program from August 16 to 20 for the annual convention of the league. Writers from Oregon, Washington, Idaho, Southern California, Arizona, and Hawaii are expected to be present.

William McAndrew in *School and Society*, July 12, 1932: "Written for school children, Roy Cloud's stories of the pioneers keeps me up reading his whole series of true tales of buffalo stampedes, Leland Stanford, Collis Huntington and the others, army posts, pony express, and various stirring adventures. They are sprightly stories."

The N. E. A. met in Atlantic City from June 30 to July 4. Miss Florence Hale, editor of *The Grade Teacher* and supervisor of elementary education of the State of Maine, presided as president. The report comes to us that the program arranged by her for the meeting was of unusual value and interest. California sent the largest delegation of any state to the meeting. Joseph Rosier, president of the State Teachers College, West Virginia, was elected president, Mabel Ellis of San Francisco vice president, and F. F. Martin of Santa Monica director for California. Irene Moffet of Los Angeles was voted the most beautiful teacher attending the convention. Chicago, Detroit, and Milwaukee are mentioned for the next meeting, with Chicago as the favorite.

New books in press by the Harr Wagner Publishing Company:

Jeremiah, by William Maurice Culp, for primary grades. Illustrated in color.

Brainstorms of Humanism, by Thomas Carlyle Latimer, Ph.D., 124 pages, attractive jacket. Price, $1.

Western Nature Science Series: The Indians' Garden, third grade, by C. A. Marcy. Price, $1 list. The Padres' Garden, fourth grade, by C. A. Marcy. Price 80 cents list. The Pioneers' Pathway, fifth grade, by Mae Johnson Corwin. Price, $1 list. Trails Today, sixth grade, by Walling Corwin. Price, $1 list. *Order Now.*

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1. **What is California Teachers Association?**
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3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities, shown on the above graph, and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership August 1, 1931, was 37,680.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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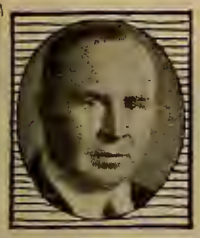
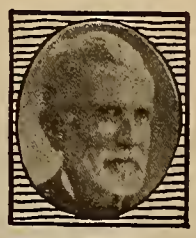


THE WESTERN JOURNAL of EDUCATION



News and Comments -- By Harr Wagner

School administrators who have been able to preserve the morale of the teachers deserve appreciation of the taxpayers and the children. The classroom teacher who is nervous, uncertain, and worried about her salary and her job, cannot render efficient service.

Now that the depression has all classes of people on their back looking up, the economic conditions will change for the better. It has been well said that if you plant a tree you plant a hope. Today everyone should plant a hope, and prosperity will grow.

The annual convention of city, county, and district superintendents of California will be held in San Francisco, October 10, 11, and 12. This is one of the most important conventions of the year. The State Board of Education will meet, and also the rural supervisors. State Superintendent of Public Instruction Vierling Kersey will provide an interesting program.

The School, published in Toronto, Canada, had a splendid article in a recent issue on "The Voice of the Teacher," by Harry Hill. He says:

> Perhaps there is no part of a teacher's equipment so overlooked and neglected as the voice. A teacher will be tidy in appearance, and to the eyes present a restful picture, but when the speaking voice is heard the illusion is shattered. Why not have an agreeable voice as well as an agreeable appearance? The teacher makes a livelihood by the use of the voice. Why not, then, training for the voice of the teacher?
>
> The voice has been described as the subtlest gesture of the soul, as the eye is the unsheathed sword of power. Teachers should study Robert Lloyd's "Tone System" in speech and song, or Nattkemper and McCay's "Junior Speech Book," for direction in the use of the voice.

The American Library Association, 52 North Michigan Avenue, Chicago, under direction of Carl H. Milan, has issued a very interesting booklet entitled "Thinking Through." Mr. Milan wisely says:

> Hard times bring a reëvaluation of public institutions. Taxpayers may legitimately ask: "What are libraries doing to help?"
>
> Public libraries are crowded with readers who never before have had so much enforced leisure. People in all walks of life are trying to think through the present economic muddle, and are turning to books. Men and women out of work are reading to combat restlessness and a sense of futility. Others are studying in preparation for new work. There is an unusual demand for literature on the causes of the depression, on vocational readjustment, and on trades and occupations. There are more frequent calls for aids in making family budgets to meet home problems. The steadying influence of good books was widely noted during the war; it is at work now. Many libraries cite instances of men and women who have acknowledged that library books brought them out of the depths and gave them new confidence and resolution when it was sorely needed.
>
> The library takes no sides. It serves all without fees, regardless of creed, nationality, age, or position. It helps the man and woman out of work to measure their own aptitudes and prepare for new jobs.

Here is a big banker who breaks into print in favor of books. Melvin Traylor, president of First National Bank, Chicago, says:

> I prefer workers who read books—the best written on human problems as well as on the technique of their jobs. A vigorous mental life usually means physical health, happiness, and efficiency generally. The world is big. Its problems are difficult. No one can be asleep mentally and do his part.

Judge G. J. Steiger of the San Francisco Municipal Court No. 12 is a very human judge. He is not only a student of our present conditions—moral, social, and economic—but of human nature. In a recent address before the Sequoia Club of San Francisco, he paid a wonderful tribute to the Boy Scout organization. He made the statement that in his experience as judge, no member of the Boy Scout organization had come before him charged with crime. This is a wonderful tribute to the Boy Scout organization, and parents should encourage their boys to belong to an organization that is making such a fine record for character, health, and service.

Creating Public Sentiment.—The State of California has always been liberal in patronizing textbook publishers, school supply and school furniture manufacturers.

This Journal has always advocated the broad principle that quality and fitness to the needs of the state should be the first consideration, and not state or even national boundary lines. For more than forty years we have advocated an open policy, a large budget, a high maximum and a high minimum of money per child for text, supplemental, and library books. We have not been alone in this, as the *Sierra Educational News,* in its editorial policy and in legislative committees, has always stood for an open policy and liberal budgets. The creation of public sentiment has had much to do in the promotion of our splendid school system. It is a shortsighted policy to cut publicity budgets in times of depression if you have to sell that which is a necessity, and schoolbooks are a necessity. As in every depression, the increase in demand is first noted in the purchase of books and patronage of public libraries. 1933 will see an increase in the total purchases, especially of schoolbooks. In the meantime, unless the California Teachers Association and journals of education create a wholesome public sentiment for liberal budgets for books and school supplies, our splendid school system will take several backward steps.

Admission Day in Our Schools, by Alice Richards Hand, Pages 3, 4, 5

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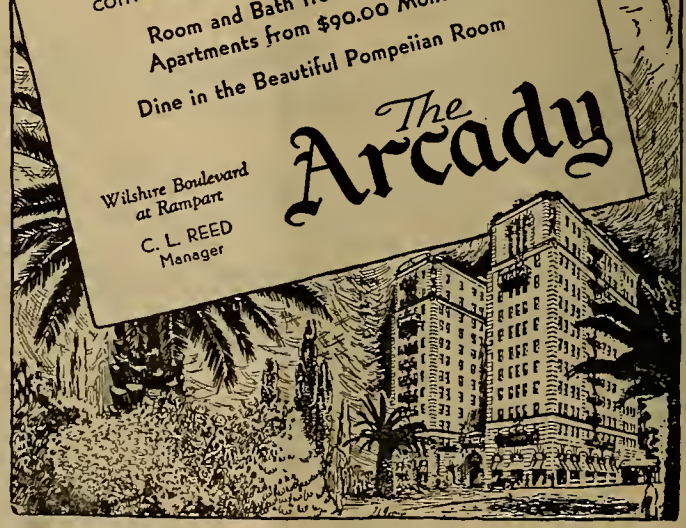

THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools.

VOL. XXXVIII, No. 8 SAN FRANCISCO, AUGUST, 1932 PRICE 15 CENTS

ADMISSION DAY IN OUR SCHOOLS

BY ALICE RICHARDS HAND

WOULD God that we, their children, were as they—
Great-souled, brave-hearted, and of dauntless will!
Ready to dare, responsive to the still,
Compelling voice that called them, night and day,
From this far West, where sleeping greatness lay,
Biding her time.

—*Ella Higginson.*

ADMISSION DAY! Admission of a mighty empire into the ranks of a nation wracked in dissension! Admit, to allow to enter, concession! What political giants dominant at that period strong enough to have enforced conditions, to have imposed probation on that determined band of California pioneers demanding immediate statehood. A statehood united against slavery regardless of man-made boundaries, a statehood solid in favor of a union that must be preserved!

A dramatic and stirring theme round which to build for young California citizens ideals of patriotic service, clear-sighted facing of political issues. A theme eloquent of personal endurance, courage, sincerity, resourcefulness, open-handed hospitality—pioneer traits.

Let the celebration of California's Admission Day be stamped upon the minds of her school children, not as a welcome recess from school, but as a time for recalling the high lights of a great historical event rich in heroism and stubborn persistence.

People mean more to children than dates and events. Teachers, build a bridge for your students from the present back into the past, from 1932 back to 1850 and beyond. Over it let pioneer personalities come thronging, pageant-wise, vivid, compelling. Vision these vital men yourselves. Assign to individual children for investigation, for composition themes, a great character to be presented to his mates as a friend new-found.

Divide the trooping of your pioneers over your mind-bridge, the coming of your Americans, into definite chronological groups. Choose your personalities carefully; include local heroes always when possible.

I. Hunters Invade the Land of the Don.

WONDER who has passed here
In the long ago,
Laughing, weeping, sighing—
I shall never know;
Only know the hill trails
As they are today—
The makers of the hill trails
Have long since passed away.

—*Harry Noyes Pratt.*

In the van of this virile company stalks Jedediah Strong Smith, the Knight in Buckskin; with him, James Ohio Pattie, Ewing Young, Kit Carson, hero of all boy hearts, Becknell, Pryor. Make their stories, their achievements for California, live and breathe.

II. Westward Ho! Across the Plains in Covered Wagons.

OH, STAUNCH pathfinder! Grizzled pioneer!
Your brown, thick-furrowed cheek has known the heat
Of sun-scorched plain and felt the stinging sleet
On mountain peak.

—*Herbert Bashford.*

Crack of black snake-skin whip, groan of strained harness, creak of wooden wheels, low of distressed cattle; caravans bearing high-hearted men and resolute women, seeking not gold but hearthstones in an Eden they believed in. Tales to thrill the heart here.

John Bidwell, prince of pioneers. Captain Sutter, destined to tame the wilderness on Sacramento's site. Doctor Marsh, the Chiles-Walker party, the ill-fated Donner group. Children facing with their parents perils unbelievable. Gaunt, sinewy, grim, burned to Indian hue, but with a light in the eye born of vision always before them! Heroic marchers, these! A wealth of material available, pertinent to each community. Make it unforgettable this year.

III. Uncle Sam Reaches Out for California.

THY ERROR, Frémont, simply was to act
A brave man's part, without the statesman's tact,
And, taking counsel but of common sense,
To strike at cause as well as consequence.

—*Whittier.*

And now come lighter steps across the span we have builded. Intrepid explorers, men of science, road-choosing, observation, map-making, the sending back of authentic reports on the new land to a United States Government at last keenly interested in the region across the Sierras. In the van strides John C. Frémont, a dashing and gallant figure. The Great Pathfinder! Keen-minded, indomitable, the truest type of explorer; a rôle that eventually led him into military activities and political labryinths that too often laid his impulsive, ardent nature, his urge to action, open to adverse criticism from authorities above him and present-day, cold-eyed historians. Always foremost for him, however, was his love for California, his zeal for the welfare of her pioneers.

The action of Frémont's associate, William B. Ide, in setting up the short-lived Bear State Republic is an episode full of color and drama, beloved by all native Californians in spite of the rashness for which it has so often been criticized.

Plenty of action for this group! Drums of war beating time for our marchers. American Californians turned soldier overnight. Flags everywhere featuring "Up with the bear flag!" "Down with it!" Flag of the Union rippling over six sections of California. Ford, Swift, Walker. Navy men, Commodores Stockton and Sloat, Midshipman Beale. Army men, Lieutenant Gillespie, General Kearney.

Battle of San Pasqual. Skirmish here, skirmish there. Formal surrender January 12, 1847, of Governor Pico at Cahuenga. Papers—United States in full possession. California a candidate for admission into the Union.

IV. The Days of Old, the Days of Gold.

WE HAVE worked our claims,
We have spent our gold;
Our barks are astrand on the bars;
We are battered and old,
Yet at night we behold
Outeroppings of gold in the stars.
—*Joaquin Miller.*

January, 1848, and the discovery of gold by John Marshall! A riot of turbulent figures jostling, hurrying, stampeding over our structure! The forty-niners, picturesque, eager, unruly, marching to swinging choruses, swarming into valleys, up canyons, down rivers, through mountains! Men of action, resolution, resourcefulness. Few women in the picture.

And in their wake, gamblers, sharpers, thieves. Stealthy footfalls here! Around the horn, across the isthmus, over the plains by wagon they swarm. Every man a law unto himself. High time for statehood and the firm hand of a centralized government. A multitude of intriguing personalities—Sam Brannan a good example. Search your own community. Rout out Johnny's great grandfather, Mary's great-uncle, who knew those roaring times from a father or an uncle who was a forty-niner in the flesh. Some one to help recreate those fervid days intimately and vividly. They are fading from us all too fast!

V. The Great Seal Comes Into Being.

MAY THIS mighty seal
Forever guard our fortunes; may our weal
Lie safe beneath her imprint, never set
On sordid scheme, or flimsy venture yet.
—*A. H.*

And now a more tempered pacing seen in this, the last group of the procession we are bringing into being with the aid of history books, story books, poetry, oratory, family traditions. True leaders of men, broad-visioned, resolute, constructive—editors, lawyers, merchants—statesmen at home reaching hands across the mountains and plains to statesmen at Washington, to giants towering above lesser men—Webster, Clay, Seward—a splended array of brain and brawn gleams here.

The thunder of national contention drowns the call of California leaders seeking from Washington assurance of at least a territorial government! Earnest-minded ones all over the country see no end to the "no government period" succeeding the treaty of Guadalupe Hidalgo!

Then the great decision! California wills to provide a central government of her own initiating. And California does so. Out with the series of provisional governments. In with the solid machinery of a full-fledged state! General Bennet Riley takes matters in hand. A constitutional convention is held in San Jose in 1849. Captain Halleck, Doctor Semple, William Marcy, Peter Burnett. A framework of government to be hewn out for California. Carrillo, Pico, Vallejo, along with Botts, Jones, Gwin! Castilians pledging their posterity to the American flag!

Wranglings, with the pivot—free state or slave! Boundary disputes! But turn to your reference books, let your keen older boys report on the work of those forty-seven delegates, the 140 laws passed, the election of Burnett as governor, with the redoubtable Frémont and William Gwin as senators.

VI. The Battle of the Giants.

SHE WAS not born a babe to wait for strength;
A woman, gazing down her land's broad length,
Stepped from the pines out on the fall-brown grass.
The grizzly bear stood back to let her pass,
And Frémont's cannon thundered wide and far—
Old Glory's azure had another star!
—*Madge Morris.*

The National Congress! Contention rising to high heaven with the presentation of California's constitution and her plea for admission, not as a territory, but as a free state! Balance of power assailed! Speeches from Webster, Calhoun, Seward, Jefferson Davis, Henry Clay. Let your young orators try their powers upon pertinent sections of these. They are worthy of the best of your talent. Finally, the compromise of the Omnibus Bill. The vote at last taken. Passed! California accepted by the Union—or can it be phrased: the Union accepted by California! And all the time California quietly functioning under the state constitution she had efficiently produced and adopted. Minerva-like, she had sprung full-grown from the forehead, not of Jupiter, but from that of the great lord Sovereignty himself!

And now for the pæons of rejoicing! News of California's admission borne to our shores by the good ship *Oregon*, docking in San Francisco Harbor October 18, 1850. California gone wild with joy!

What a trick of the imagination if we could have that splendid first celebration in all its phases, for rear guard of our mighty bridge procession. What a triumph if we could bring our boys and girls into such intimate contact with all this magnificent pageant of pioneer California that they could feel themselves marching in person as the gallant company of hunters, trappers, pathfinders, home-seekers, fighters, lawmakers, statesmen, they have conjured up! Pageantry? Perhaps. Informal, impromptu, excellent, if acted out in the imagination only! At least we teachers can pour into young, eager minds the full meaning that illumines that great word *pioneer!* September 9 should be Pioneer Day. Native sons and daughters, adopted sons and daughters, grandchildren, great grandchildren of heroes living in those full-blooded times can join hands to reach into the past.

Out with those memories cherished by family elders. Rummage for those old quaint costumes, that miner's cradle, or panning outfit. Call for those yellowed documents, diaries, letters, stories, songs, poems! Visit any museums that treasure pioneer relics. Make the past mingle as realistically and informally as possible with the present. Bring your old inhabitants on to the school platforms in your Admission Day celebration. The pioneer is the hero of Admission Day.

Let your school children "dress up" to their hearts content. Get up impromptu playlets wherein children of yesterday feature in a discussion or quick-action portrayal of some event significant in pioneer history.

The children of a wagon train gather about an outdoor fire (easy to simulate) and discuss the day's adventures and the paradise they picture ahead of them.

The children of Sacramento take the three little orphan Donner girls to their hearts and homes.

Little Americans of 1850, dwellers in Los Angeles, explain to small Mexicans the meaning of Admission Day and tell of great days ahead for a state where everyone henceforth is to be American.

No telephones, no telegraph offices, no radios in those days. On the arrival in San Francisco Harbor of the good ship *Oregon*, a group of children are instructed by an excited elder to run to neighbors with the news and the plans for the great celebration. [See WESTERN JOURNAL OF EDUCATION for August, 1931.]

A group of Sonoma children rush to tell a bedfast playmate of the events attending the raising of the Bear Flag in their midst.

Sam Brannan's children and their companions tell of the discovery of gold by their father, and speculate on the form to be taken by the "get rich quick" achievement.

Distribute the dialogue equally with plenty of action, interruptions, commentary.

Too near the beginning of school for organized pageantry or finished productions in the line of pageantry or play-making. Let impromptu rule.

A roll call of pioneers by the Spirit of California makes a program in itself, with a rich personality assigned to each child for brief report:

SPIRIT OF CALIFORNIA: Eighty-two years it is since I hovered over the brave and enduring men, the devoted women, the courageous children who poured into my glorious realm from over the high Sierras, from across the waters of the blue Pacific, to make it their own! I who can see with the eyes of the spirit, I can picture them all, hunters and

trappers, home-seekers, explorers, soldiers, citizens, and statesmen! Come, my children of 1932, bring them back to me for an hour. Answer with the voice of the living. A roll call of the dead. John Bidwell, are you here? Answer and tell me what *you* did to help make my state of California one of the most splendid in all our great Union?

Child Representing Bidwell: I, John Bidwell, had a faith in California that no hardship could daunt. Over the broad plains and terrible mountains I came to found a home in this great land. I, etc.

Spirit of California (in conclusion): It is well for California! With such a noble company to lay her foundations, who could wonder that California has grown to be great and strong and powerful and prosperous. Let us, my children of 1932, each resolve to carry on daily work for her, live straight and clean for her. Let us be true pioneers in spirit, ready for any new work that our great state may ask of us.

A good number for a more formal program might be evolved from the creation of twenty-seven large placards to be mounted on standards (a lathe is usable), each bearing a brief inscription indicating name, origin, and most interesting feature of each of the original counties. These standard bearers could go through the evolutions of a simple marching drill to center about a child bearing an enlarged representation of the California Seal. Suggestions of local color in dress, articles carried, etc., would help out here. The drill marching tune might be "We Love You California!" Oral reports could supplement this drill. [For county, name, origins, and features, see Western Journal of Education for August, 1931.]

A Bridge-from-the-Past program could feature six brief orations based on the six divisions of the Americanization period as indicated above, these to be given by older students. A poetical selection appropriate to each period, a song, or a playlet as suggested here, could follow each period speech. [See reference list appended.] Phonograph records might prove helpful for musical numbers. Such a program could be opened by the introduction of some person as close as possible in age and social background to the pioneer era being celebrated. Exhibition of pioneer relics and a costume "parade from the attic" are suggested as possible program material. A pioneer tribute, poetry, or prose, and a glorification-of-California poems, such as "C-a-l-i-f-o-r-n-i-a," appended, might close the affair.

A question-and-answer history contest for the period, with a prize attending, is worth while and interesting.

With a little careful coaching, primary grades can get a fairly adequate understanding of the value of the occasion with "dressing up" and patriotic songs as the main feature, or the reciting of an Admission story, as appended.

Pioneers—They Gave C-a-l-i-f-o-r-n-i-a

C is for Commerce on ocean and land;
Also for Climate, health-giving and bland.

A is Alfalfa—sleek cattle, *that* means,
And shining, neat dairies with milking machines.

L is for Landscape—cataract high,
White peak and lush valley, dark redwood, blue sky!

I Irrigation—curbed waters bewitch
Grim deserts. They bloom into gardens, vine-rich.

F is for Fact'ries, new-born on our soil,
Sped by great dynamos, gas, and crude oil.

O is for Orchards, our pride and our care,
Prune, walnut, and almond, orange, apricot, pear.

R is Romance, Roads, Raisins, and Rice—
They all help to foster this great Paradise.

N is for Nuggets of silver and gold;
The thrill of our mining has often been told.

I is the Imprint our splendid State Seal
Sets only on measures that work for our weal.

A the Abundance God granted our state,
Hard-won for the Union—Hail, Pioneer Great!

—*Alice Hand.*

The Seal of Faith

By ALICE HAND

Beneath a gleaming arch that proudly counts
The Union's might as star by star it mounts,
Behold Minerva, spirit of the state
That knew no leading strings, no fostered wait
For nation strength, but leaped full-grown from brow
Of sovereignty! Benign, she broods! Thin prow
Of white-winged bark, deep-laden, cleaves to port;
Snow-wreathed majestic mountains lift. A fort
Looms dark. Beside her blazoned shield—a bear,
The grizzly monarch, fierce, untamed; called there
From off the flag that ardent men flung out
Above their brief Republic. Limned about
Her feet are grapes, the gift of fertile vales;
Beyond, a miner, smiting earth, assails
Deep buried treasure. High above her crest—
"Eureka, I have found it!" Eden blest
Beyond man's vision!
May this mighty seal
Forever guard our fortunes; may our weal
Lie safe beneath her imprint, never set
On sordid scheme, or flimsy venture yet!

Pioneers—Primary Grades

[Eleven verses here—one to each of a group of eleven children, perhaps]

By ALICE HAND

We're little, but we know the word
That spells out Pioneer.
A long, long time ago they came,
In wagons big and queer.

They drove and drove from far away,
Right over mountains high.
No roads, or trains, or towns, or stores,
Just rocks and trees and sky!

They drove and drove for miles and miles;
They weren't a bit afraid.
When rivers didn't have a bridge
They'd swim across, or wade!

They weren't afraid of Indians,
Or buffaloes, or bears;
When they were hungry, thirsty, too,
They said, "Drive on! Who cares?"

But when they got here they were glad,
Each tired pioneer;
They said, "We'll make some fine big homes—
We're going to stay right here!"

And when they'd made, oh, many homes,
And churches, too, and schools,
They said, "We want to live just right.
Come, friends, we'll make some rules!"

The rules they made were fine good rules.
They said, "We'll all obey.
We'll call this California!"
They made our state that way.

And then our good kind Uncle Sam
Said, "California, come!
In my big family of states
I think you'll make things hum!

"Come, I will let you join with us;
We'll help each other well!"
Of course our California did—
There's not much more to tell.

We're glad they joined our Uncle Sam—
September ninth, the day—
And when it comes around each year,
We laugh and sing and play.

We'll try to be like pioneers
Who made our happy state.
Work hard, be brave, speak truth, be kind
To every friend and mate!

References for Teachers and Pupils:

1. CALIFORNIA HISTORIES—"California's Story," Bolton and Adams; "California History," Harr Wagner and Mark Keppel; "Pacific History Stories," Harr Wagner; "A History of California," Cleland; "A History of California," Bawdini; "Short History of California," Hunt and Sanchez; "History of California," Zoeth Eldredge, Vol. III, pages 365–400.

2. PIONEER MATERIAL—Bashford, "Stories of Western Pioneers," chapters II, IV, V; Brooks, "A Pioneer Mother of California"; Brooks, "What I Saw in California—1848"; Colton, "Three Years in California—1848"; Dana, "Two Years Before the Mast"; Davis, "Seventy-five Years in California"; Frémont, "Memoirs of My Life"; Robinson, "Life in California—1846"; Soule, "Annals of San Francisco." [The Celebration, October 29, 1850—p. 293.]

3. MAGAZINE REFERENCES—WESTERN JOURNAL OF EDUCATION, August, 1923, 1924, 1931; *The Grizzly Bear* [organ of Native Sons], Jubilee Number, September, 1925, 1930; *Society of California Pioneers Quarterly*, Vol. II, No. 4, December 31, 1925, pp. 191–232; Old files of *Sunset* and *Century*.

4. MISCELLANEOUS PROGRAM MATERIAL—*A. Prose and Poetry*—"Literary California," poetry, prose, and portraits, gathered by Ella Sterling Mighels, pp. 36, 50, 88, 98, 111, 223, 258, 285, 301, 303; "Notable Speeches of the Greater West," edited by Harr Wagner, pp. 29, 121, 212, etc.; Oscar I. Shuck—"Representative and Leading Men of the Pacific" [oration delivered by Nathaniel D. Bennett at the first Admission Day celebration, October 29, 1850]; excerpts from speeches of Seward, Webster, Clay. [See WESTERN JOURNAL OF EDUCATION, August, 1931.]

   B. Poetry—Carl Bostelmann, "A Song to California"; Coleman, "Western Prose and Poetry"; Madge Morris Wagner, "At San Diego," etc.; Joaquin Miller, "Kit Carson's Ride," "The Men of '49," "To the California Pioneers," "Westward Ho," "Old California," and others; Edwin Markham [see index]; McGaffey, "The Pony Express"; McGroarty, "Just California"; Ethel Romig Fuller, "Peter Schott," "The Six Horse Limited Mail"; Mrs. Stetson, "Thanksgiving Hymn for California," in "Poems for Memorizing," p. 107; Charles Warren Stoddard [see index]; "Pico," Daniel S. Richardson [WESTERN JOURNAL OF EDUCATION, August, 1931]; Stanley Wilson, "The Call of California" [WESTERN JOURNAL OF EDUCATION, August, 1923—excellent]; Harry Noyes Pratt [see index]; Poems as indicated by page numbers in "Literary California"; Anonymous, "I'm Bound for Sacramento"; "Our California Home," I. Richards.

   C. Music—"California Lullaby," Rudy Sieger; "I Love You California"; "From the Land of the Sky Blue Waters," Cadman; Forty-niner ballads; "The Song of '49," Mrs. Lula France McDermott, Elite Publishing Company, 70 Santa Monica Street, San Francisco.

[Your county library, if notified promptly, will be glad to supply you with Admission Day material.]

LOVE ALL, trust few, do wrong to none.—*Shakespeare.*

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PHILIP FISHER PASSES

Philip M. Fisher, the well-known educator, passed away recently, at the age of eighty years. He was born in Pennsylvania and spent more than fifty years in educational work in California. He served as County Superintendent of Alameda County from 1881 to 1889; as editor of the *State Official Journal;* as principal of a high school in Oakland; as institute instructor; as a leader in educational legislation; and as member of the Alameda County Board of Education for many years. He stood for the essentials in education, and was always a friend of the rural teacher and of the new beginner. He was one of the strong supporters and leaders in securing our flat-rate pension law for teachers, always progressive, and will always be remembered for his genial friendships, his fine qualities as a teacher, and his progressive and yet common-sense interpretation of educational theories.

There are at present 43,888 teachers paying to the retirement fund. The amount of payroll for annuitants for June, 1932, was $182,659.93.

"Abraham Lincoln, the Hoosier Youth"—a huge bronze statue of the martyred president being erected on the plaza of the Lincoln National Life Insurance company's building at Fort Wayne, Ind. It was executed by Paul Manship and depicts Lincoln as a youth of 21.

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VOL. XXXVIII AUGUST, 1932 No. 8

STATE SUPPORT OF PUBLIC EDUCATION

[*From Swett's History of the Public School System of California.*]

THE SELECT COMMITTEE on the State Constitution reported, in Committee of the Whole, in favor of appropriating the five hundred thousand acres of land granted by Congress to new states for the purpose of internal improvements, to constitute a perpetual school fund, with a *proviso,* however, that the Legislature might appropriate the revenue so derived to other purposes if the exigencies of the state required it. An animated debate occurred on this *proviso,* in which Mr. Sherwood of Sacramento and Mr. Jones of San Joaquin were the principal speakers in favor of it; and Mr. Semple of Sonoma and Mr. McCarver were opposed to it. The *proviso* was stricken out by the close vote of eighteen ayes to seventeen noes, thus securing an inviolable fund for school purposes. In the progress of the debate Mr. Semple spoke as follows:

This is a subject upon which I have thought probably more than upon any other subject that has ever engrossed my attention. I regard it as a subject of peculiar importance here in California, from our location and the circumstances under which we are placed, the immense value of our lands, and the extent and wealth of the country. I think that here, above all places in the Union, we should have, and we possess the resources to have, a well-regulated system of education.

It is the duty of members of this House to unite together and secure that reputation, character, and ability in our public teachers which can only be obtained by a liberal and permanent fund. It is the basis of a well-regulated school system that it shall be uniform throughout the state; that any surplus funds collected in one district shall not be appropriated in that district, but that the aggregate fund from all the districts shall be appropriated strictly to school purposes, and distributed equally throughout the state.

We should therefore carefully provide that this fund shall be used for no other purpose.

* * *

IN HIS REPORT of 1857, Superintendent Andrew J. Moulder expressed in his part on a state university as follows:

Ours is eminently a practical age. We want no pale and sickly scholars, profound in their knowledge of the dead or other languages and customs. We need energetic citizens, skilled in the arts of the living, and capable of instructing their less-favored fellows in the pursuits and contribute to the material prosperity of our state. For what useful occupation are the graduates of most of our old colleges fit? and not of ours alone, but of the time-honored universities of England. Many of them are bright scholars, ornaments to their *Alma Mater*—they are perhaps all that the system under which they have been instructed could make them; they are learned in the antiquities of nations long since gone; they are eloquent in Latin; they may write a dissertation on the Greek particle; be masters of the rules of logic and the dogmas of ethics—all valuable acquirements, it is true; but when, after years of toil, they have received their diploma, their education for practical life has just commenced. They have still to study for a profession—are still dependent upon their parents. . . .

Superintendent Swett, in his report of 1863, arguing in favor of a state school tax reported in part as follows:

The most important measure which demands the attention of legislators is that of a state school tax for the better maintenance of public schools. I believe the time has arrived in the history of our state when the absolute necessity of such action can be fully demonstrated, and when the efficiency of the schools cannot be greatly increased without it. Whenever the question of increased taxation is agitated, it is due to taxpayers and property-holders that good and sufficient reasons should be explicitly set forth, and that it should be clearly shown that the public good requires it. The condition of the public schools, as exhibited by the statistical returns, will be to many minds conclusive evidence of the necessity of a state school tax; but the importance of the question demands that argument should be added to the weight of facts and figures.

Our American system of free schools is based upon two fundamental principles or axioms:

First. That it is the duty of a republican or representative government, as an act of self-preservation, to provide for the education of every child.

Second. That the property of the state should be taxed to pay for that education.

Simple propositions they seem; yet they have been recognized and acted upon in no other country but our own. Other nations, it is true, have their national systems of instruction partially supported by government, and under government control; but no nation in the history of the world has ever organized a system of schools like ours, controlled directly by the people, supported by taxation; free to all, without distinction of rank, wealth, or class; and training all children alike, whether foreign or native-born, to an intelligent comprehension of the duties, rights, privileges, and honors of American citizens.

In the minds of the hard-fisted, iron-willed settlers of Massachusetts Bay, where, under the wintry sky of suffering, want, and war, the germs of our American school system struggled into existence, common schools and taxation were as inseparably connected as were taxation and representation. . . .

THIS YEAR OR NEVER

THE OHIO SCHOOLS are sending out regular publicity in behalf of the schools. Under the title of "This Year or Never" they make this appeal:

You as an adult can postpone plans, readjust to a changed economy, but in the education of children it is a matter of this year or never. The education that is denied to childhood today is irretrievably lost. We cannot plot the opportunities of youth along the zigzag lines of a business graph. Childhood is all too brief a period in which to become fitted for the welter of modern life.

We cannot say to a child: "Next year we shall see about improving your instruction in health. Next year we shall provide a new course in citizenship which fits you for society's pressing problems. We shall buy you some fine new library books, new maps, new laboratory apparatus next year. Next year we shall furnish you a wonderful textbook in geography, or history, or arithmetic." For that child this year's schooling is at least a twelfth, perhaps an eighth, a half—yes, even all—of his remaining education. It is this year or never!

Many things for which we spend public money may be postponed—roads, bridges, new pavements, new lights, but not the education of youth.

Stand firm for the sacred rights of every child—the child of 1932 is no less deserving than the child of 1929. The opportunities we deny him now are lost forever.

STATE SUPERINTENDENT VIERLING KERSEY announces the 1932 convention of county, city, and district superintendents and annual conference of rural supervisors on October 10 to 13, at the Fairmont Hotel, San Francisco. The convention theme will be "Social Demands of Contemporary Life." The major objectives of the convention are: 1. Characteristics of a new educational program to accomplish the "social demands of contemporary life." 2. Presentation of a plan of educational organization, and a plan of public relations activities to accomplish the new educational program. 3. Consideration of problems of legislation and finance involved. 4. Discussion and deliberation concerning the problems of the profession involving cohesion and unity, ethics and standards, restoration of public confidence and support.

A TRUE FRIEND is forever a friend.—*Geo. McDonald.*

I WAS BORN an American, I live an American, I shall die an American; and I intend to perform the duties incumbent upon me in that character to the end of my career.—*Webster.*

JOTTINGS OF A TRAVELING BOOKMAN

By WM. M. CULP

There is apparently no rhyme or reason to present educational financial engineering.

The ability-to-pay basis is not a basis at all.

School districts with huge balances cut salaries, buy no books, and increase the teacher load in the same manner as those districts that are forced to such measures because of lack of income.

Reduction of taxation is an apparent necessity, and in many instances this can be done with present maintenance of expenditures. To reduce teachers' salaries and expenditures for school supplies with funds lying idle in the banks is peculiar economy. If those capable of spending refuse to do so, how can there ever be recovery?

The cry in the metropolitan newspapers against the initiative measure that provides for a shift of taxation for the support of the schools from the real property owner to the state through the levying of a state personal income tax and a selective (luxury) tax was great while the campaign for signatures was being made. Since a sufficient number have been secured and the measure will be on the November ballot, the smoke screen will be denser than ever. So far, the main attempt has been to try to make the local property owner believe that if the shift comes about, his taxes will be more. It is obvious to one reading the amendment that it will bring a greater spread of taxation for schools throughout the state and will not let it remain concentrated, as at present, upon the real property owner. There are a sufficient number of property owners in the state to make the amendment part of the Constitution of California.

The holding of the Olympic Games in Los Angeles and vicinity has kept the attendance at summer sessions in that section at full peak.

Miss Swope's School at Long Beach, the University of California at Los Angeles on the Westwood Hills, and the University of Southern California just across the way from Olympic Stadium had practically as many or more registered than ever before.

Doctor Lester B. Rogers, dean of the U. S. C. summer session and of the U. S. C. School of Education, had added to the list of resident instructors for the University of Southern California summer session a number of eminent outside educators. Among them were: Tucker Brooke, professor of English, Yale University; Arthur S. Gist, president, Humboldt State Teachers College; George William Hunter, lecturer in biology, Claremont Colleges; Vierling Kersey, Superintendent of Public Instruction, California; John A. Sexson, Superintendent of Schools, Pasadena; William W. Theiser, Assistant Superintendent of Schools, Milwaukee; Nicholas Ricciardi, Chief of Division of Secondary Schools, California State Department of Education.

At the University of California at Los Angeles summer session, among the courses offered by the education department were those by two prominent assistant superintendents of the Los Angeles city schools. Robert Hill Lane gave courses upon elementary curriculum and elementary education, while Arthur Gould presented courses upon secondary education and school administration and supervision.

Miss Winnie Mae Mackey, supervisor of rural schools, Imperial County, Cal., was on the San Diego State Teachers College summer session faculty. Miss Mackey presented a course that dealt with curricular activities.

Up in Alturas County, 150 yards from the Oregon line, at New Pine Creek is a branch of the Modoc County Union High School, where during the past four years P. A. Sample and Mrs. Sample have been presenting a full high school course to the students enrolled. Their work has been of such caliber that the school is fully accredited to the University of California. Their graduates have been successful in college work. It is a rarity in these days to find teachers who can teach successfully the whole gamut of the high school curriculum, as has been done by these two educators. This coming year Mrs. Sample will work for a master's degree from the University of California at Berkeley.

Adjoining the southern fringe of San Francisco, just over the line in San Mateo County, lie the townships of Daly City, Colma, and Lawndale, an area of some thirteen thousand population, which compose the Jefferson elementary school district. This is the school district over which the late W. J. Savage for several decades taught and governed so as to establish himself deeply in the hearts of the citizens of his district.

For the past two years the Jefferson elementary school district has been under the superintendency of R. L. Crane, Jr., who for years was successful as head of the Hillsborough Grammar School. The Jefferson school district has seven schools, fifty teachers, and an initial registration this fall of 1650 pupils. This summer $6,000 were spent, almost all locally, for the asphalting of various school playgrounds. The yard of the General Pershing School has been completely asphalted, while at the other schools a space 55 feet by 110 feet has been so surfaced for volley ball, handball, basketball, and tennis. Two teachers have been promoted to supervisorships. Miss Muriel Mosconi has been made supervisor of music, and Miss Rose Neilsen has been appointed supervisor of art.

This year Superintendent Crane is carrying out a testing program. Standardized tests will be given first, to be followed by diagnostic tests where necessary. The local newspaper, the Daly City *Record*, under Editor P. A. Canine, has given the elementary schools a column a week for purely school news.

BERTHA ROBERTS' ADDRESS

The first meeting for the elementary school principals in the San Francisco school department was called by Deputy Superintendent Bertha E. Roberts at the John Muir School, August 10, 1932. Here are some of the high spots of her address:

Because this is to be a year of readjustment and reconstruction, we, as educators, will be challenged to a greater effort, a clearer thinking, and a more liberal coöperation.

The spirit of this new opportunity should be joyous, vibrant growth!

A "growing" year; pooling our resources, working together in a broad, coöperative program, and at the same time exploring new fields, reaching loftier heights.

You, as principals, have been instrumental in stimulating teacher interest in study groups, required meetings, and promoting a coöperative attitude toward the assistant supervisors and their efforts.

You are to be complimented on the new projects which were worked out so effectively.

You, as principals, are to be complimented upon the improvement in types of teacher meetings. You have changed the old style preaching meetings to vital study groups within your own schools.

We are conscious that you and your teachers are reading and discussing not only to solve your own classroom problems, but are conscious of what the rest of the educational world is doing—"enriching life—happiness and education are one and the same thing."

I am told that there is a 100 per cent increase in the use of materials in the teachers' library. This, I feel, is a reflection upon your fine attitude and growth.

The professional principal who has studied her job will want to give much thought to the technique and effectiveness of her supervisory program.

Supervision may be defined as the technique of improving instruction. The ultimate purpose of supervision is that of improving the teaching of children.

The first step in a growing program is best expressed in a statement by Abraham Lincoln: "If we could first know where we are and whither we are tending, we could better judge what to do and how to do it."

The careful organization of a classroom is most important.

Proper placement of children and their adjustment from time to time are the most important supervisory activities of the principal.

WESTERN SCHOOL NEWS

ETHEL COTTON, author of "Keeping Mentally Alive," published by Putnam's, is now available in California for lectures to institutes, conventions, and clubs on "Adventures in Conversation"—the joy of friendly relationships; "Sensitizing the Receiving Mechanism"—stimulating observation, alertness, and imagination; "Mental Appetizers and Mental Vitamins"—cultivating appetite and taste for reading; "The Distinctive Self"—or the developing of a well-rounded nature; "Art for Life's Sake"—capturing vitalizing emotions; "Literary Trails as an Aid to Interpretations"—or interpretation as an approach to literary trails; "What Literature Can Do for Me"—enriching life with understanding, personal freedom, and beauty; "Tasting the Whole of Life"—the joy of varied interests and close personal contacts. Miss Cotton is also regularly broadcasting over N. B. C. For dates and further information, address Miss Cowan, N. B. C. Artist Service, 111 Sutter Street, San Francisco.

THE CUBBERLEY BOOKLET is an attractive publication of sixteen pages, intended to give permanent form to the interesting features of Doctor Cubberley's retirement after thirty-five years of noteworthy service at Stanford University. It places special emphasis on his work as the teacher, the administrator, the author, the editor, the man. It is the intention of the national group of students to give a reunion dinner in June, 1933, on his retirement; to present a portrait of him by an artist of national standing to the Stanford School of Education; to edit and publish a commemoration volume; and to otherwise honor Doctor Cubberley and his work.

PRESIDENT JOHN B. HAGGERTY of the Bookbinders International has just broadcast an appeal for the use of new textbooks, in which he has propounded arguments that may change the practice in many school districts.

Thought is being given by Haggerty's office to amendments which may be introduced for adoption by city councils and state legislative bodies which will have for their purpose the promulgation of the idea that basal textbooks used by children in obtaining their education shall be presented to them outright, to remain their personal property.—*From The Labor Clarion, July 1932.*

EXCHANGE OF TEACHERS

By ESTHER BUTTERS

A PIECE of educational legislation is to be proposed at the next Legislature for which its sponsor, the California State Division of the American Association of University Women, asks your support.

Through an international committee, the National A. A. U. W. has for some years been arranging exchanges between American and European teachers in secondary schools—such exchanges being for one year and each teacher returning to her home school the following year. Exchanges have been a part of college and private school policy for years; however, the wording of the anti-alien law prevents their extension into the public schools of California.

To clear the way by which the State Board of Education—which favors an exchange system but is helpless to act—may issue certification to temporary foreign teachers, the California A. A. U. W. has had a bill worded by A. E. Lentz, legal adviser to the State Board of Education. Its number will be 5.408.

The advantages of such exchanges for international understanding and breadth of outlook should be obvious. However, experience speaks louder than theory. Here are excerpts from letters of superintendents and principals who have had exchange teachers in their systems:

"I think that Miss ——'s was the finest piece of work I have ever witnessed. Any state that denies itself the privilege of these contacts is missing a great deal."

"In both instances the teachers from across the seas were found to be progressive, likeable, fine disciplinarians, and with a wealth of new ideas—new to our viewpoint—that we found to be of real value to us. I can see nothing but genuine benefit resulting from this practice of exchanging teachers."

"It would certainly be my recommendation that any state law which interferes with such an exchange should be repealed."

"So far as Rochester is concerned, we are genuinely enthusiastic about it."

Successful exchanges have been carried on in many states.

Will you do your part in explaining it to your local representatives and asking their favorable support when the bill is presented to them?

GEORGE S. CLASON, author of "The Richest Man in Babylon," an attractive booklet and a study for those who desire much gold, says: "A part of all you earn is yours to keep. Pay yourself."

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

Library Service in National Parks

By MISS GRETCHEN FLOWER,
Librarian, Tulare County Free Library, Visalia

A young Russian student of philosophy, once speaking of his escape from a prison in St. Petersburg, told how he and a companion, as they made their stealthy and hazardous way eastward across the great Siberian tracts, suffering from lack of food, clothing, and shelter, still clung to a salvaged copy of Kant. In the wilderness they spent long, happy hours entirely absorbed in their book.

Librarians are often deeply impressed with fresh evidence of this inevitable bond between men and books. Over long periods of time, as linen has been abandoned for wood pulp and the great presses have become busier, man has learned to look upon books as a great heritage, something as essential to his welfare and contentment as food, drink, and fresh air And yet, when free library branches are established in vacation resorts and national parks, it is often a matter for wonder that people who have sought escape from the humdrum or familiar ways of life, who seek adventure and change, still turn so unhesitatingly and eagerly to books. Often at an elevation of several thousand feet, many miles from a railroad and far from the din of cities, presumably leaving as much as expedient of that state called civilization behind, they nevertheless hold to their need of books.

Some sort of library service is probably to be found in each of the twenty-two national parks. The National Park Service, recognizing the importance to its rangers and naturalists of a reference library, has for several years apportioned some money for the development of scientific libraries for the parks. But as the stream of tourists grows in volume, the demand upon federal funds for new buildings, maintenance of highways, and public health protection has become so great that only a few hundred dollars has been available for the support of libraries.

The great annual influx of people, constituting a small city of ever-changing population, gives rise to many problems of control, in the solution of which a program of enlightenment is an important factor. In order to cultivate a more intimate knowledge of natural environment, the National Park Service has therefore provided tourists with rare educational advantages by means of lectures, films, nature study clubs, guides, and museums. There has been an ever-growing consciousness that all these educational opportunities should be supplemented by well-selected reference libraries, and the need for a greater allowance of money for library purposes is felt by all national park employees whose particular responsibilities touch this field. It is presumably only a matter of a few years before there will be obtained the appropriation necessary to maintain a satisfactory reference collection of scientific and historical books in each park.

It is quite unlikely, however, that the National Park Service will soon consider popular library service a part of its responsibility to the tourist public. Such books as it may provide will be, as now, deposited in the offices of superintendents, naturalists, and engineers, and as general reference collections to which the public may have access, in reading rooms, probably adjacent to the museum. In several of the national parks, notably Yosemite and Yellowstone, the general reference library has been built up largely by donations from individuals and societies. Contributions by friends of the parks are highly desirable, but without a dependable fund from which the books can be purchased to supplement and round out such a collection of gifts, the nature study library will not be well balanced or adequate.

Duplicate copies of books in the reference collection of Yosemite Nature Study Library are lent to the public. Rental collections have in some parks been installed in hotels or studios. But when a collection of freely circulating books covering the multitude of subjects in which the modern reading public finds interest is found within a national park, back of that collection—selecting, maintaining, and administering—is a public library.

Probably it is due to the great elasticity of the county library system, its freedom from restrictions based upon residence or fee, that up to the present time the most extensive free library service offered to guests in our national parks has been provided by county libraries in California. The coincidence of large well-developed county library systems in a state blessed with two of the most famous of the national parks has been a happy one, for the striking demonstration of the eagerness with which library service is received by both camper and hotel guest has been noted with gratification by national park officials and has prepared the way for a more complete coöperation between public libraries and national parks.

And what are the books which are called for by this constantly changing body of pleasure seekers? Always, and of first importance, as one might suppose, there is the demand for books which reveal the secrets of these remote places, of the forests and mountains about, the sky overhead, and the rocks beneath. The astonishing cone of the sugar pine, the longest in the forest, must be identified. The cone of the Douglas fir, with its delicately winged seeds, must have a name. Are the needles of the yellow pine arranged in bundles of two or three? How many species of bear are found in the Sierras? Is the gentian, beloved of John Muir, to be seen on the trail to Whitney? The deer, chipmunks, jays, and grosbeaks; the lakes, meadows, and streams, all offer their challenge and inspiration. When books are being assembled at headquarters in Visalia at the beginning of the season, it is the geologies, natural histories, and astronomies, the books on plant and animal life, both popular and technical, which first go into the shipment. Then come the tales of adventure, of exploration in the Sierras or other mountains, personal narratives, and biographies. And of these books there are never enough.

For recreational reading, patrons of national park libraries like the same assortment of modern novels, western stories, mystery tales, "psychographs" and outlines of knowledge that they are accustomed to find in the libraries in their home communities. Sending to headquarters for books, particularly fiction, which are not in the collection is discouraged, as experience has proved that the tourist is likely to be on his way down the highway before the books can be delivered; but the requests

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of rangers, students, and earnest readers are given careful consideration. When assurance is given that the patron will remain in the park for an extended time, even the resources of the State Library are drawn upon if necessary to supply the books desired.

In the Giant Forest of the Sequoia National Park, free library service has been provided since 1914. Eighteen years ago, when less than five thousand tourists ventured over the steep, narrow grades of the Old Colony Mill Road, the librarian of Tulare County Free Library established a small collection of books in the Eddy Studio. Thirty-five people registered for the use of the library that first season and 319 books were lent. Since then the fame of the big trees has gone abroad. The marvel of their size and beauty and the lure of snow-capped ranges annually draw a greater number of visitors to the park. During the travel season of 1931, more than 143,000 visitors were checked in at Ash Mountain. And during that season over eight hundred applied for the use of the library. Although thirty-five hundred books were borrowed in a season of twelve weeks, it is impossible to estimate the exact use of the library, for among the camps, much more than in the home, books are passed from person to person, from cabin to tent.

A light corner in the attractive studio was considered a desirable location for the library in its early years. But as the collection has been enlarged, year after year, to keep pace with the demand for books, more space for shelving became a necessity and more room for tables and chairs was required. In 1926, in expression of its appreciation of the library's service to park visitors and employees, the administration department set aside a small brown building which in the five intervening years has sheltered the library. The familiar orange sign, the emblem of county library service, has offered its especial invitation to the initiated, but to the children and casual borrowers the little building was affectionately known as The Library.

In Tulare County's parks the children are constant and eager readers. Approximately one-fourth of the books sent to the forest each season are selected for children. Many of the time-defying favorites are included, but the child's well-known devotion to tales of animal life and outdoor adventure finds a new stimulus in camps, and he searches the shelves of the library for books that reveal the ways of his neighbors in feathers and fur.

It has been possible to lend books freely to all who wish to read. Tourists from other states may occasionally consult the reference books, but they seldom find time for leisurely reading. The liberal policy of interlibrary loan which is a part of the California library plan makes it quite consistent to offer the privilege of enjoying our books without charge to thousands of visitors from all parts of the state. And the gratifying record with which each season closes, often without the loss of a single volume, has in the absence of other possible local objections made it feasible to offer this courtesy to visitors in our national parks.

With the opening of the season of 1932 the location of the county library branch of the Sequoia National Park was changed again, this time to a separate room in the Administration Building, and near the national park museum. The opportunity thus offered for complete coöperation between park authorities and the library in supplying information on all aspects of life in the national park appears to be ideal. Besides facilitating the search for information, which is actively encouraged by both library and park authorities, the closer association of both these branches of the park's educational contribution to its visitors is most effective in promoting an essential understanding by each of the problems and objectives of the other.

The PENINSULA is an ideal location for Teachers to reside either while in service or upon retirement. In fact many Teachers have already built homes and are living on the PENINSULA, while others have acquired property as an investment. BELLE HAVEN CITY on the new Bayshore Highway at Atherton and Menlo provides exclusive environment and natural beauty coupled with reasonable prices.

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Yosemite Branch Library

BY MISS MINETTE L. STODDARD,
Librarian, Merced County Free Library, Merced

This is the dream He dreamed when Time began,
His dream of beauty and eternal things,
Immortal Beauty such as gives to man
The magic of her mystic wings.
—*From "Yosemite," by Herbert Bashford.*

THE DREAM of the Merced County Free Library to add another job—the magic of book wings—to the overwhelming beauties of Yosemite came true several years ago. Merced County finds it an added pleasure to serve the people of Yosemite National Park through its contract with Mariposa County for library service. The Mariposa County Free Library was established in the fall of 1926, the forty-sixth county library in California, under section five of the California County Free Library Law, a law with just as broad a vision behind it as kingly El Capitan presents.

In November of that same year Yosemite Library was opened as a branch of the Mariposa County Free Library. Through the courtesy of the government the branch is housed in the charming library room of the museum building—very attractive quarters to greet library patrons. The Parent-Teacher Association of Yosemite assumed the responsibility of the custodianship of the library for a year, and then it was taken over by the county library. The custodian is now paid for her services from the county library fund. The turnover in headquarters' office last year for this branch was ninety shipments, recording 959 books. Approximately fifteen hundred books are on hand in the library for the use of 608 borrowers at the present time. The residents of Yosemite heartily welcomed the book trails from the library in spite of their mountain wealth, one that brings inspiration to county library service. The circulation has steadily increased—now about ten thousand a year. Many special requests were "filled" last year for these borrowers, and an average of seven a month were borrowed from the State Library. The reading demand ranges from glaciers and polar regions to investments and architecture, the same reading interests as communities not surrounded by such grandeur with one exception—no requests for the usual garden books, as only native wild flowers are allowed to adorn the grounds in the park. Books written by local residents are in lively demand; the books by Colonel C. G. Thomson, Superintendent of the park, "Trees of Yosemite," by Mary Curry Tresidder, and "One Hundred Years in Yosemite," by Carl P. Russell. Biography seems to be a very popular study, especially the lives of men interested in the great out-of-doors, demanding "great men to match her mountains."

The children living in Yosemite also enjoy their shelves in the library. They are interested in the birds, animals, and history and legends of Yosemite. Following the projects of their teachers and talks of the nature guides, the school children come to the library for additional material on the park. [The Yosemite school is served, too, by the county library.] All Indian stories and pioneer tales receive much attention. An Indian mother asked for the Newberry medal book, "Waterless Mountain," by Laura Adams Armer, for her son to read.

This branch library extends service to the ranger headquarters at outpost stations, to the fire guard, and to ranger naturalists. The books are sent out from the rangers' office in Yosemite with their mail and supplies. A wide field is represented in the requests that are "filled" for these outpost stations. Another interesting side of the work in this branch is the service rendered to the students in Yosemite for the summer months. Some research work is accomplished by them and much reference work is done by the library for these boys and girls. The increasing activity of the service has been made possible through the kindly coöperation of the government and its representatives, the Park Company, and the book friends of Yosemite; and the county library is indeed grateful to all.

There is a message of peace in the silent heights,
Of joy in the singing waters;
Hope shines in the morning and evening lights;
For all earth's sons and daughters.

Out of the enthusiasms of the heights the library hopes to build a broader, more loyal library service, which will give to those patrons inside of the majestic walls of Yosemite the power of books to enrich life and prove "one's horizon is not that seen by the eye but that opened to the mind."

S. W. COOMBS, the California representative of the "World Book," gave a series of instructive talks on the use of the encyclopedia in the classroom at Stanford University and State Teachers College summer sessions.

BOOK REVIEWS

Learning to Spell, by William Henry Coleman, lecturer and specialist in curriculum research and Superintendent of Schools of Mesa, Ariz.; Herman Lee Donovan, president, Eastern Kentucky State Teachers College, Richmond, Ky.; George Willard Frasier, president Colorado State Teachers College, Greeley, Colo.; Alexander J. Stoddard, Superintendent of Schools, Providence, R. I. Published by Hall & McCreary Company, Chicago. Pacific Coast agent, Harr Wagner Publishing Company, 609 Mission Street, San Francisco. List price: Elementary book, cloth binding, grades two to six, 48 cents; advance book, cloth binding, grades seven and eight, 36 cents; velumet leaflets by grades, two to eight inclusive, 16 cents each.

The making of spellers these last few years has been fast and furious, but it has been left to the Hall & McCreary Company of Chicago to publish a series of spellers by Coleman, Donovan, Frasier, and Stoddard that sums up the best procedures of the past sixteen years, and further includes their contribution to sound pedagogy in the teaching of spelling. Doctor Coleman and the coauthors of the "Learning to Spell" series, in their sixteen-year study, reviewed some twenty-eight books, brochures, and theses on the teaching of spelling. They made an analysis of some sixteen of the best of present-day spellers, and in addition, they analyzed thousands of school papers to secure further information as to grade placements of words. In selection of vocabulary, in the number and placement of words, in the distribution of words, in the provision of the right words at the right time, in the keeping in mind of the spelling objectives of the spelling committee of the department of superintendence, in word grouping, in the units of work, in reviews, and in provisions for individual differences, the authors have made real contributions to the subject of spelling.

The "Learning to Spell" books provide the pupil with 4797 words in the eight grades. The number in each grade is as follows: Second grade, 527; third grade, 610; fourth grade, 755; fifth grade, 765; sixth grade, 690; seventh grade, 750; eighth grade, 700.

It is interesting to note that the "Learning to Spell" books are among the first to make use of illustrations in teaching spelling.

The authors have originated and recommend the use of a three-day-attack method, which they consider the highest development of the study-test-study method. The procedure for the first two days and each subsequent day is as follows: First day—assignment and group study of the first lesson of the grade; second day—individual study of lesson one, teacher dictation of lesson one, assignment and group study of lesson two; third day—individual pupil study of lesson two, restudy of lesson one, self-dictation of lesson one, teacher dictation of lesson two, assignment and group study of lesson three; fourth day—the lessons for the fourth and all subsequent days of the year, except the review lessons, are handled according to the same procedure as that for the third day.

To those people interested in the "Learning to Spell" books, the Hall & McCreary Company of Chicago have published a separate pamphlet entitled "The Coleman Spelling Vocabulary and How It Was Obtained." A complimentary copy of this may be had by writing the publishers. It is also interesting to know that William Henry Coleman, Superintendent of Mesa Schools, upon whom the main burden for making this series fell, has a series of five lectures upon spelling in all its phases that have been very popularly received at teachers' colleges and institutes.

Early California Costumes and Historic Flags of California, 1769–1847, by Margaret Gilbert Mackey, research assistant, visual education division, Los Angeles Board of Education, and Louise Pinkney Sooy, associate professor of art, University of California at Los Angeles. Stanford University Press, Stanford University, Cal. Price, $3.

For those persons interested in true period costuming of life on the California coast from the years 1769 to 1847, this new book by Mackey and Sooy will prove most valuable. The book contains twenty-five plates. Twenty-four of these plates are black and white drawings of civil, religious, and military life costumes. The twenty-fifth plate is of the historic flags of California in color. The method of attack is to provide minute description of articles of wear during the various periods, with comment upon divergencies and common usage. The book will prove invaluable to those desiring to costume pageants and plays in true conformity with the period depicted. Plates and comments cover the following subjects: Mission Indians, The Father President of All the Missions, Priest and Deacon in Mass Vestments, Vestments for a Corpus Christi Procession, The Governor of Alta California, The Governor's Wife, A Catalan Volunteer, A Leather Jacket Soldier, A Presidial Officer, A Gentleman, A Ranch Owner, A Mexican Farmer, A Young Lady of the House, A Lady on Her Way to Church, A Lady Dressed for a Ball, A Trapper, A Yankee Trader, A Pioneer Woman, A Pioneer Man, Commodore of United States Navy, Dragoon Private of United States Army, Seaman of United States Navy, Historic Flags of California.

Brainstorms of Humanism, by Thomas Carlyle Lattimer. Harr Wagner Publishing Company. Limp cover, jacket, 124 pages. Price, $1.00.

Doctor Lattimer, the author of "Will It March?" has placed special emphasis in this new book on "A changeless faith for a changing world." His dynamic style of writing grips your thinker. It is an intensive mental drive. Doctor J. Stanley Durkee, pastor of Plymouth Church, Brooklyn, and a noted author, says of the content of this book, "It is worth twenty recent books I have read, save one." Doctor A. Z. Conrad of Park Congregational Church, Boston, and the author of many books, says: "It takes the reader to the true foundations and clearly shows how and where to build enduringly." Many people have become so interested in this book that they buy extra copies and pass them on to friends to read. It is a book that everyone interested in the serious problem of the faith of mankind should read. The book is full of statements that give an intellectual initiative. The author claims that modern humanism will write the epitaph of our Christian concepts unless the pulpit and the religious press change their attitude. Every page rings true. It is the call of a spiritually minded layman for the upholding of the faith that has ruled the Christian world for two thousand years. "Change," says Swinburne, "never lays its hand on truth."

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IN APPRECIATION

DEAR HARR WAGNER: THE WESTERN JOURNAL OF EDUCATION has taken on new life (not that it lacked life at any time) since you have front-paged "News and Comments." We couldn't get along without your JOURNAL and keep up with the educational changes and progress in California. "Jottings of a Traveling Bookman" have atmosphere as well as news. The special articles are well selected, opportune, and worth rereading.

Congratulations on the increasing importance to every school man and woman of the JOURNAL, and personal thanks and appreciation for the many problems it solves for me.

Cordially yours,
FRANCES EFFINGER-RAYMOND.

DOCTOR DAVID S. MUZZY, the well-known author of "Muzzy's History," was a member of the faculty of the University of California at the summer session this year.

THE University of California at Berkeley has registered a thousand more students for 1932–3 than it had in 1931–2. There are hundreds of young men and women who have taken advantage of the depression to add to their educational equipment.

CALIFORNIA HISTORY NUGGET, edited by E. W. Coy and published by California State Historical Society, has three important historical contributions in the last issue—"The Tragedy of San Pasqual," "Samuel Brannan," and "San Jose One Hundred and Fifty Years Ago."

THE JULY ISSUE of "Books and Notes of the Los Angeles County Free Library" states that the total sum allowed for books this year is less than one-third of the amount allowed last year. Helen Vogelson, the librarian, reports that severe cuts have been made, but not due to extravagance, and therefore the library must curtail the service. The library has always worked on an economical plan.

LEAGUE OF WESTERN WRITERS

BEN FIELD, the well-known poet and editor of "Melody Lane" in the *Overland Monthly*, has been elected president of the League of Western Writers. The annual convention will be held in Long Beach next year. Among the notable speakers in the recent convention were Doctor Carl Holliday, president; John D. Barry, Arthur Chamberlain, editor *Overland Monthly*; Chester Rowell, Herbert E. Bolton, Tom Brown, Ethel Cotton, Harr Wagner, Lewis Byington, Douglas Watson, Joseph Knowland, and Mayor Angelo Rossi. One of the principal features of the convention was the "Pageant of Queen Califia," which was under the direction of Mrs. F. H. Colburn. Governor Rolph declared the week of the convention as Western Literature Week.

Over 37,000 teachers belong to the California Teachers Association

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1. **What is California Teachers Association?**
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2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities, shown on the above graph, and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News*.
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership August 1, 1931, was 37,680.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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Fourth Grade

THE PADRES' GARDEN

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The second book continues the thought with telling the story of what the padres found in nature and what forms of plant life they brought to the Western shore. List price $1.00, net 80 cents.

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TRAILS TODAY

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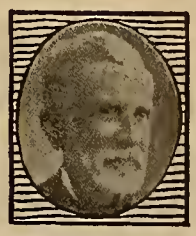

News and Comments -- By Harr Wagner

THE CONVENTION of City, County, and District Superintendents and rural supervisors at Hotel Fairmont, San Francisco, October 10, 11, and 12, is to be an interesting educational event. We have very definite recollection of the convention of superintendents held in the normal school building on Powell Street, opposite the Hotel Fairmont, in 1892. J. W. Anderson, Superintendent of Public Instruction, presiding. Forty years brings many changes in the educational personnel and educational theories. Welcome the new, but hold fast to good in the old. Time brings no changes in the truth. It is always the same.

We wrote the following personal about J. W. Anderson, Superintendent of Public Instruction, 1892–1896:

Honorable J. W. Anderson

The State Superintendent of Schools is a man of marked individuality. He is dogmatic, full of prejudices, and as positive as Jonathan Edwards. He has wealth and position to give color to an egotism that increases with age. He is honest. He has made no permanent contribution to the education of the state except in the material that has been trained by him, and he is proud of his boys and girls. His record as a faithful, earnest teacher and superintendent is unequaled in this state. The administration of the schools during his term will be characterized by no great changes or no particular advancement. The official decisions have been many, but are all mere detail. It is possible, however, that some valuable amendments may be made this year.

—From "The Golden Era," June, 1892.

We wrote and published at the same time this tribute to Phillip M. Fisher, the Oakland schoolmaster who passed on a few weeks ago:

Phillip M. Fisher

The editor of the *Pacific Educational Journal* is a practical schoolman. He knows the inside history of the school law and all about school organization methods from a practical rather than a theoretical standpoint. He is a small man with a big heart and a keen brain, and full of appreciation for ripe fruit, whether it grows on the tree of knowledge or in the market of experience. His home is in Oakland, but during the past two years he has lived at teachers' institutes in every part of this state. The secret of his success in talking to teachers is in the fact that he tells them the things which they want to know. The journal he edits has increased in interest until, at the present time, it has attained a standard that is gratifying to those who believe California is always ahead. Mr. Fisher is the active organizer of the World's Educational Exhibit, is shrewd in politics, and has aspirations and friends by the thousand.

—From "The Golden Era," June, 1892.

An editorial proverb written by Madge Morris Wagner, during the depression of 1892. It is a good suggestion for 1932:

All things come to him who waits,
Philosophy has always prated;
And the philosophic pates
Sat with folded hands and waited.
A truer axiom for men,
Than the ancient proverb sets them,
Is in the truth they daily ken—
Things wait for him who goes and gets them.

VIERLING KERSEY is about to establish *The California Journal of Elementary Education.* It will have an editorial board of five members and an advisory staff of seventeen. Better teaching, better morale, and more economical administration are the major purposes decided for accomplishment through the *Journal.* We wish the new venture success.

THE MOST USEFUL book in the schoolroom is the dictionary. If a student has learned to consult a dictionary for the meaning, spelling, and pronunciation of a word, he will become an accurate scholar. Noah Webster was a great man, and his contribution of a dictionary to schools, homes, and private libraries was worth more in terms of scholarship than the founding of a university. All honor to Noah Webster.

Harry Bruce Wilson Passes.—H. B. Wilson, formerly City Superintendent of the Berkeley schools and of Topeka, Kan., passed away August 10. He was an author of note. His book "Motivation," the Thompson and Wilson "Modern School Readers," and the Moore and Wilson readers were of more than usual interest. His work as secretary of the Junior Red Cross at Washington overtaxed his strength, and after two years of invalidism he quietly passed away at his home in Berkeley. He leaves a widow and two children. He died at the age of fifty-eight. He was a man of vibrant personality, devoted to the cause of education, and better citizenship.

Textbook and Library Activities.—This is the title of the main features of the San Francisco *Public School Monthly Bulletin,* edited by A. J. Cloud, Chief Deputy Superintendent of Schools. David P. Hardy wrote the foreword and Mabel R. Gillis, State Librarian, and Honorable Vierling Kersey contributed high praise of Mary F. Mooney's activities as supervisor of textbooks and libraries.

A Hint to the Librarian.—It is the content of the book, and not extra fine paper and expensive binding that counts. The school textbook gives greater value than a trade edition of the same content. Why purchase a book that costs $2 when you can get the same value for $1?

School Librarians.—The establishment of county library service to the schools has proven one of the strongest educational forces of modern times. We regret that there should be any question about liberal provision on the part of various counties in providing the necessary funds for distribution of books and the cost of service. Librarians as a rule serve for less salary than members of other professional occupations. Whether cost of service is budgeted from the county free library funds or the county tax fund, the school library service must not be hampered if our public school education is to progress.

Discovery Day in Our Schools, by Alice Richards Hand, Pages 3, 4, 5

Over 37,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities, shown on the above graph, and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership August 1, 1931, was 37,680.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools.

VOL. XXXVIII, No. 9 | SAN FRANCISCO, SEPTEMBER, 1932 | PRICE 15 CENTS

DISCOVERY DAY IN THE SCHOOLS

BY ALICE RICHARDS HAND

DISCOVERY—one of the most thrilling words in the English language! On October 12, teachers of America will be entrusted with the responsibility of making all ages of young people thrill to the sublime spectacle of Columbus conquering the Sea of Darkness to discover a New World. An old story, but make it a new one for them this year. No other episode in all history can compare with it in significance, rich personality value, and sheer drama.

Create your fifteenth century background with swift, sure strokes, even for the little folks. Emphasize the *beliefs* of Columbus that made possible his first voyage:

1. He believed the stories of the fabulous riches of the Far East.
2. Along with many other scientists from Ptolemy on, he believed the earth to be round. [He did not originate the theory.]
3. He believed the size of the earth to be much less than it really is. [About three thousand miles from Spain to Asia was his idea.]
4. He believed that many islands would break the continuity of his voyage.

Follow the trend of modern handling of biography. Try to make Columbus, son of a Genoese wool comber, scholar, map maker, practical navigator—a flesh and blood personality, not a figure on a pedestal holding a globe in its hand.

Note the curious, contradictory elements in him. Sublime vision that dared to change the face of the world, coupled with a dogged determination to win for himself and his posterity material riches and an impossible, unlimited governing power in the New World to the west. A remarkable document it is—wherein after years of hammering, he finally binds Ferdinand and Isabella to the promise that he shall be viceroy, judge, admiral in all the lands discovered; that he shall receive one-tenth of all treasures accruing from them.

Unbelievably courageous, an expert navigator, the world's best example of the explorer type, as a governor he was a failure; as an accumulator of treasure, he met disaster on every hand. Even as an historian, he so often blurred the accounts of his voyage by a curious clinging to myth and fable that when the concise, straightforward descriptions of the New World came from the pen of Americus Vespucci, his contemporary, they caught the public ear so effectively that to Europe it soon became, not the land of Columbus, but the land of Americus.

The story of the four voyages is full of suspense and drama that can never grow stale. Let your students dramatize episodes here and there. Encourage them to search out less widely known situations, such as the year of shipwreck on the coast of Jamaica and the Eclipse interpretation by the magician Columbus that gained for him power over the hostile Indians, and forced them to supply him with food until the time of his final rescue came. An intensive dramatic study of Joaquin Miller's great poem, "Columbus," would be rich in rewards. [See WESTERN JOURNAL OF EDUCATION, September, 1929.]

Let October 12 be a real *Discovery Day* for each child, wherein he turns explorer and presents the results of his investigation to his comrades. Discovery booklets might result from this new game. Charts—the world in 1491 as compared with its makeup in 1932 should prove interesting. Columbus friezes [magazine ads are helpful here], sandbox exposition of such situations as the "First Landing," etc., help visualize events. *Composition themes* might include "unpublished" pages from Columbus's journal, dialogue between the two sons of Columbus, Diego and Ferdinand, a letter written by a cabin-boy on board the *Santa Maria*, the finding on an isolated shore by modern children of the barrel containing an account of the first voyage which was thrown overboard by Columbus during a furious storm.

Program material is easily accessible. A partial list of helpful references is appended. Make Columbus Day as vital as Washington's Birthday. Try to picture Columbus as colorful as if he were Teddy Roosevelt, the Rough-Rider, himself!

COLUMBUS SPEAKS

(For Intermediate Grades)

[Six crises in the life of the Grand Old Admiral, each of which can be accompanied by an appropriate tableau, or a shadow picture, or pantomime. Each picture is interpreted by a recitation which a different child could handle in each case. A stanza or two of a patriotic song, or piano or victrola music, might entertain during the brief interval needed to change tableaux.]

I. The Sailing From Palos, August, 1492.

[Picture—prow of ship—two boards <. Columbus standing within this prow representation with back turned to group on shore, and hand shading eyes as he gazes out across the water.]

Three tiny ships at sunrise
Steal out of Palos Bay
To seek the shore of Asia;
Due west, they sail away.

And from his prow, Columbus
Throws not a backward glance;
His face is turned to perils
That wait his bold advance.

"This earth is round, I know it.
They must believe," he thinks;
"No man should fear that ocean
Flows over clifflike brinks.

Wild goblin tales of dragons,
My sailors shall not heed.
Ah, all my faith and courage
Along the way they'll need.

With warm and heartening promise
Of honors, riches too,
Of heathen souls made Christian,
I'll hold them steadfast, true.

Three thousand miles to Asia!
May islands break our course;
God grant a quiet passage;
May storms forget their force."

II. The Landing at San Salvador, October 12, 1492.

[Columbus, in robes of state, sword drawn, kneels at the head of his followers to kiss the earth. Indians stand before him with outstretched hands.]

Three tiny ships at anchor—
The dreamed-of shore at last;
Long days of weary sailing,
Long nights of fear are past.

Columbus, proud, rejoicing,
Has gathered all his band.
Sword drawn and banners flying,
He kneels to kiss the land.

"Praise God who brought us safely
Across an unknown sea!
For Spain, I claim this country
Upon my bended knee.

San Salvador, thy viceroy,
Columbus, rules thee now;
To christen all these people,
Today I make my vow.

How rich thy fruits and flowers,
How honey-sweet the air;
These Indians, how friendly,
God put them in our care.

Ah, safe, our homeward voyage—
The earth indeed is round.
Our ships with treasure laden
Will tell of wonders found!"

III. Reception of Columbus at Court, March, 1492.

[Ferdinand and Isabella, crowned, seated on throne; Prince Juan beside them; two monks; an Indian; courtiers; Columbus with arm across the shoulders of his little son Diego. Isabella motioning Columbus to seat himself in their presence and tell his story.]

The greatest man in Europe,
Columbus comes to court,
Where Spain's two mighty monarchs
Await his first report.

And see, they rise to meet him;
He sits, an honor rare.
Proud little son, Diego,
Crowds close behind his chair.

"Oh, wise men, who once doubted.
This earth is round, I say.
New worlds, new waters wait us—
Now I have shown the way.

My lord, and well-loved lady,
Who had such faith in me,
Behold this splendid promise
From realms across the sea.

My thanks that you have made me
A ruler o'er these lands,
With share in all the riches
That wait our eager hands.

Your words of praise reward me,
As I unfold my tale,
But best of all, Diego's,
'My father cannot fail'!"

IV. A Continent Discovered, July, 1498.

[Columbus sits writing in his journal, with cabin-boy asleep on bench near him. Silhouette of mountains and jungle foliage.]

Two voyages behind him,
A third Columbus makes;
New land forever seeking,
His westward course he takes.

A continent he reaches.
He knows it not, alas,
But writes down in his journal
Just how it came to pass.

"First soil we touch—an island;
At each end, narrow straits;
Through them rush angry currents—
I liked not such wild gates!

But I have braved the peril—
Beyond lies fertile land;
A swift and mighty river
Cuts through its ocean strand.

I know not how to name it,
This region, splendid, vast;
Some days I grow bewildered,
Our charts must change so fast.

But I shall sail undaunted;
New worlds beyond I'll seek
Until the years have caged me
At home, old, blind, and weak!"

V. Columbus Sent Home to Spain in Chains, February, 1500.

[Columbus, with shackled hands, kneels before the thrones of King Ferdinand and Queen Isabella; courtiers in the background.]

Columbus, strong, high-hearted,
Through Seas of Darkness fought,
But met with grief and failure
When power and wealth he sought.

Rash men, he could not govern;
Cruel lies wipe out his gains;
For promised rights still hoping,
He pleads his cause in chains.

"Dear Queen, I kneel before you,
Brought low in grief and shame;
My days of service shortened,
You see me stripped of fame.

'Tis for my sons I want them—
The riches lost to me;
I fail, but they must govern
In lands beyond the sea.

You weep! My heart forgives you;
Injustice stings no more;
My strength revives; I'll dare it—
Again, I'll brave that shore.

I'll sail into the Sunset;
A fourth time seek the West,
And find for my loved children
New islands of the Blest!"

VI. Death of Columbus at Valladolid, May 20, 1506.

[Columbus lies on a cot. Bartholomew, his brother, and Diego and Ferdinand, his sons, kneel at his bedside.]

The tale is almost ended.
One picture more, and then
Columbus goes—his Courage
Lives on in minds of men.

The Grand Old Admiral, dying,
Unnoticed by the great,
Lies praying, murmuring, waiting—
Nor once bemoans his fate.

"My time has come, dear loved ones,
And I am weary, spent.
I go beyond the sunset—
My spirit is content.

Do you, my sons, remember
In love for you I fought
To gain renown, new knowledge,
By high adventure bought.

I need no king-made titles
Of viceroy, admiral, Don.
The good stout name Columbus
Shall ring when I have gone!

Praise God who gave me vision
To change our world today;
My work is done, and westward
My soul wings on its way!"

Columbus—Primary Grades

I like the word "discoverer";
It means to go find out.
I like the name Columbus—
It sounds so brave and stout!

Long, long ago, the people
Thought this old world was flat,
And if they crossed the ocean
They'd fall off—think of that!

Columbus said "I'll show you;
This earth is big and round."

Straight west his ships went sailing;
America he found!

Then back Columbus hurried
To tell the king and queen
Of how he'd found this country,
And strange, strange things he'd seen!

His little son, Diego,
Was proud as proud could be.
I'd like to have *my* father
Discover things for *me!*

Suggestive References

History—"The story of Columbus," Lennes and Phillips (for children's own reading); "From Columbus to Lincoln," Alfred E. Logie (a selection of letters, etc., firsthand material for student use); "Journal of First Voyage to America," Van Wysts Brooks (for teachers' use); "Christopher Columbus and How He Received and Imparted the Spirit of Discovery," Justin Winsor (excellent for teachers); "Good Stories for Great Birthdays," Frances Olcott; "Days and Deeds," a book of verse for children's reading and speaking, compiled by Burton Stevenson and Elizabeth Stevenson (excellent program material); "Plays for Our American Holidays, Special Celebrations," edited by Robert H. Schauffler and A. P. Sanford, including "The Jewels of Isabella," and "Sailing West to Find the East"; "The Book of Holidays," McSpeddin; "Holiday Selections," Sara Sigourny.

JOTTINGS OF A TRAVELING BOOKMAN

By WILLIAM M. CULP

Across the bay from San Francisco is Alameda County, where education, ocean wharfage, flowers, population growth, and climate are on terms of equality. You cannot mention one but the rest come trailing after. What with the University of California and President Robert Gordon Sproul, the University of St. Mary's nearby at Moraga, Oakland with Superintendent Willard E. Givens, Alameda with Superintendent William G. Paden, Albany with Superintendent John F. West, Berkeley with Superintendent Lewis W. Smith, Piedmont with Superintendent Harry W. Jones, Emeryville with Doctor John H. Napier, Superintendent, and the county schools headed by that delectable orator on the rights of youth, David E. Martin, we have a galaxy of educational leaders that any section of the United States would be happy to claim.

Further, in the Alameda County school system we can mention school executives who in the towns and rural sections of that fertile region carry on in the same successful way as those of the larger metropolitan area. Among these are such as James C. Wasley, principal of the Alvarado Grammar School; Mrs. Elsie C. Madruga, principal of the Alviso Grammar School; A. B. Morris, supervising principal of the Castro Valley School; Joseph Dias, principal of the Centerville School; Alison Peacock, supervising principal of the Decoto schools; Robert M. Reid, District Superintendent of the Hayward Elementary Schools; Tom A. Scales, principal of the Irvington School; Guy E. Brown, District Superintendent of the Livermore schools; Eph. L. Musick, principal of the Newark schools; E. Dixon Bristow, principal of the Niles Grammar School and member of the Alameda County Board of Education; V. Bernard Johnson, principal of the Pleasanton Grammar School; W. O. Davies, District Superintendent of the San Leandro schools; C. E. Lawson, District Superintendent of the San Lorenzo schools; and Frederic P. Johnson, principal of the Hayward Union High School.

The Alviso Grammar School grounds face the highway on the road to San Jose. At this time of the year they present a marvelous vision of color made by a great variety of flowers, a few of which are pansies, zinnias, asters, and dahlias. It is the most beautiful school garden we have seen this year, and in a county that specializes in flower-growing. The garden is the result of the work of Mrs. Elsie C. Madruga, principal, and her assistants, Miss Elizabeth Niderost and Mrs. Marie N. Dutra, with Antone Castro, custodian gardener.

C. E. Lawson, District Superintendent of the San Lorenzo Schools, has three schools, twenty-one teachers, and six hundred pupils. The San Lorenzo school, which was rebuilt in modern fashion several years ago after the destruction of the former building by fire, is a most attractive structure. Mr. Lawson has been most successful in his school administration.

W. O. Davies, District Superintendent of the Hayward Grammar Schools, has been praised for his economical running of the Hayward school system. In Mrs. Katherine H. Borneman, principal of the Markham School and elementary supervisor, Superintendent Davies has an outstanding student of elementary education.

Superintendent John H. Napier of Emeryville received his doctor's degree from Stanford University this spring. Doctor Napier had for the theme of his thesis "The Development of the Secondary School System in California." This thesis, in detail, traces the growth of the California secondary school system from its inception to the present time. It is hoped that this contribution may be made available in printed form. It is a valuable book for any California high school principal and would be invaluable for courses in secondary education.

At Alvarado for the past four years, James C. Wasley has been supervising principal. He has accomplished much and has developed a program that fits in with the character of his pupils, the majority of whom come from Mexican, Italian, and Portuguese homes. The music program is outstanding. There is vocal instruction under Mrs. Charlotte Foster and instrumental under J. P. McClellan. Instrumental music is taught from the fourth grade up. Each pupil has one private lesson

each week in addition to ensemble periods. There is an orchestra of thirty-five pieces and a band of eighteen pieces. The P.-T. A., that was organized since Mr. Wasley has had charge of the school, has been of exceptional service. In the past three years this organization, with forty members, has cared for the undernourished children, equipped a kitchen for the school, given the school a radio, and furnished baseball suits, besides being an aid in every emergency. Visual education with moving pictures is a part of the regular program. This is easily handled in a fine auditorium equipped for motion picture projection. The school building is of recent origin, modern in type, erected at a cost of $80,000. At present some 275 pupils are in attendance, with eight teachers in charge. Mr. Wasley is a graduate of the Chico State Teachers College. For seven years previous to coming to Alvarado he taught in the Oakland public schools. Among chicken fanciers, Mr. Wasley is known for his strain of black Cornish chickens, ranked among the finest in the country.

* * *

THIS IS the ninth year that Guy E. Brown has been District Superintendent of the Livermore Grammar Schools. This is where County Superintendent David E. Martin first came into prominence in Alameda County. Mr. Brown has two schools—the Livermore Grammar School and the Del Valle School at Arroyo Sanatorium. The enrollment this year is around 575, with twenty-one teachers in charge.

* * *

FRANCIS M. BURROWS was this year elected to the principalship of the Mount Eden Grammar School. Mr. Burrows is a graduate of the Chico State Teachers College. He has been employed as vice principal of a Gilroy grammar school.

* * *

A. B. MORRIS, as supervising principal for the past twelve years of the Castro Valley School, has had the privilege of developing a definite program. During that time the old school building burned down. Instead of rebuilding on the old site, a new location was secured on the San Joaquin Valley Boulevard, and the start of a new school plant was made with, first, one wing; then the front and side wings, with an auditorium seating four hundred persons. It has been a part of the manual training work of the seventh and eighth grade boys to finish up parts of the interior of the school building. During the past two years the manual training class has completed the health center suite, consisting of dental clinic, nurse's clinic, etc. Mr. Morris has been emphasizing the health program. A dentist gives half a day a week and a school nurse gives a whole day a week. The P.-T. A. furnishes milk for undernourished children, who also have a rest period in the auditorium. The school has an attractive cafeteria that is run by outside help. There is a large room that eventually will be completed for a library and study room. An orchestra of fifteen pieces is a feature of the school. Mr. Morris has had a coöperative board of trustees to work with, consisting of John T. Stanton, clerk; James E. Ashton, trustee; and Edward S. Perry, trustee. The school enrolls some three hundred children, with ten teachers in charge.

* * *

WE LIKE to meet schoolmen who know their business and yet have time for a hobby on the side—if a profitable one, so much the better. In Alison Peacock, supervising principal of the Decoto Grammar School, we have such a man. He runs a pet farm, along with a school that has fourteen teachers and a pupil enrollment that fluctuates between 450 and 500. A graduate of San Jose State Teachers College, Mr. Peacock has done further work at Stanford University. For the past seven years he has run one of the largest district schools in Alameda County. A visit to Mr. Peacock's pet farm is most interesting. If we wanted to be funny, we might say Mr. Peacock came by his avocation perhaps nomenclaturely. But we shall let that pass.

At the farm there are quail of two kinds—Bob White and Valley. Soon Mr. Peacock will have Mountain Valley specimens. There are Buff Cochin bantams that strut and hop in nonchalant grandeur. One pen was ready for the state fair at Sacramento during our visit. There are choice Plymouth Rock

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and white-laced red Cornish chickens—they say the best meat birds in existence. There are two varieties of doves and five varieties of parakeets—white, yellow, green, sky blue, and cobalt. The Fischer love birds are gorgeous in their colors. Cockateels, canaries galore, and magpies are present. There is a great collection of finches—zebra finches, society finches, sharp-tailed finches, and Cuban finches, a most rare variety. There are two species of chipmunks. Mr. Peacock's pet farm four years ago was a pea field; now it is planted to fruit trees. He has a pleasant, modern house, and his various pens hold his great variety of birds and animals. It is needless to say that Mr. Peacock's farm is a great center of interest in the community—to both young and old.

Among the towns in Northern California that stand out and leave an aftermath of musings, none is more distinctive than that of Pleasanton. A paved highway, bordered by stores of an earlier day; English walnut trees, of fourscore years or more, that lend leafy shadows on a warm day; wooded hills in the background; the remnant of an old cow town—which is not so insignificant when, if you look up your old California history, you will find that Los Angeles was called queen of the cow towns of California. A delightful grammar school is on a hill in charge of Principal V. Bernard Johnson.

The Pleasanton Grammar School has a place in the history of the state. For years Mrs. Phoebe A. Hearst, wife of Senator Hearst of California, who lived on a great ranch in the neighborhood, took a personal interest in the school. It was Mrs. Phoebe A. Hearst, the benefactor and backer of the original organization of the Congress of Parents and Teachers Associations in the United States, who formed a branch of this organization in Pleasanton. A photographic portrait of Mrs. Hearst was presented to the school by herself, and other P.-T. A. organizations have been desirous of securing this portrait which was given to one of the first P.-T. A. units in the United States.

Real education continues to be carried on in this school under Mr. Johnson, whose great present problem is trying to fit the program to the enrollment, as seventy more pupils registered this year over last, bringing the school roll to 372 pupils. Stressed features of the school work include the music program under the direction of Harry Tripp of the Pleasanton High School, who carries his students from grammar school through high school. A course in nursing for the girls and craft work for the boys is featured. Mr. Johnson is a graduate of the Humboldt State Teachers College. He has taken considerable work at the University of California. This is his fourth year as head of the Pleasanton school. Previously, for three years, he was at Sunol. Pleasanton is one of the few schools in California with no bonded indebtedness.

Roy R. Huffman has been elected to the district superintendency of the Mill Valley grammar schools. Mr. Huffman comes to Mill Valley from the Richmond schools, where last year he was employed as vice principal of the Roosevelt Junior High School and was in charge of science in the school.

The Sausalito grammar schools are under the direction of District Superintendent A. W. Ray. This system during the past few years has been progressing greatly. New playgrounds have been dug out of the hillsides, equipment has been purchased, and one fine new school building has been erected. Mr. Ray is known up and down California for his valiant fight for more adequate financial support for the elementary school systems of the state.

O. F. Staton, Superintendent of Sonoma County Schools, will hold a one-day institute September 28 at the Santa Rosa High School, which will take the place of the Wednesday meeting of the bay section in November. The morning session will be given to music and general discussion; the afternoon session will be devoted to the state health program. At the morning session the Sonoma County school department will head the discussions. On the program are Mrs. Carrie D. Jenkins, Assistant County Superintendent, Supervisor Mrs. Estelle C. Close, Miss Lynda Yageman, Miss Florence Dow, and W. N. Cunningham. The new state health program, in its physical and mental aspects, will be discussed by Miss Helen Heffernan, chief of Division of Elementary Education and Rural Schools, and her assistant, Mrs. Gladys Potter, and also by Mrs. Lillian B. Hill, chief of Bureau of Mental Hygiene and supervisor of attendance and migratory schools.

The Sebastopol Union Grammar School, under Principal George L. Locey, has a flavor that shows true school mastership.

The dedicatory exercises for the formal opening of the Edward L. Doheny, Jr., Memorial Library on the campus of the University of Southern California, University Park, Los Angeles, Cal., were held on September 12, 1932. The whole day was given over to the exercises. The schedule of exercises was as follows: 10:30 a. m. to 12:30 a. m.—presentation of the key by the donors to the university; administration and dedicatory address—Bovard Auditorium. 12:15 to 12:30 p. m.—academic procession and ceremony of unlocking the doors of the library. 12:30 p. m. to 1:15 p. m.—tour of the library. 2:30 p. m. to 4 p. m.—brief addresses by visiting librarians—art lecture room. 8 p. m. to 11 p. m.—president's reception to the faculty, alumni, and guests in the rotunda of the library.

There has come to hand two monographs that speak of the times in more than one way. They represent school surveys in two almost contiguous territories. They are as follows: (1) "The Sanger Elementary Schools Survey"—a report of the elementary schools and their relationship to the high school of the district, by Jesse B. Sears, professor of education, Stanford University. Published by the Board of Education, Sanger, Cal.,

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THE WESTERN JOURNAL OF EDUCATION

609 Mission Street, San Francisco, Cal.

VOL. XXXVIII SEPTEMBER, 1932 No. 9

September 19, 1931; and (2) "Salary and Cost Study of Fresno Schools," by Walter Crosby Eells, professor of education, Stanford University; consultant, Ellwood P. Cubberley, dean, School of Education, Stanford University. Published by Fresno City Council of Education, Fresno, Cal., May, 1932. Price $1.00.

These surveys have had their beginning in the taxation problems that confront every portion of the United States. In order to discuss intelligently the relationship of school costs to taxation problems, boards of education and citizens are recognizing the value of impartial surveys, with facts placed down in black and white to take the place of wild conjecture. The universities of the land in their education departments are doing valuable pieces of work in this field.

The Sanger survey outlines the value of the joining of the elementary and high school districts into one unit. The "Salary and Cost Study of Fresno Schools" monograph is one of the most valuable of recent publications of the sort, because, while it treats of Fresno city problems, the problems are those that are general throughout the state, and the conclusions and reasons for the conclusions are excellent arguments for continued support of education. The report finds that the Fresno city schools have already gone a long way on the reduction of school costs and that a further severe cut would work against the interests of the children in the schools.

THE LONG BEACH city schools for the last several years have been publishing course of study monographs under the direction of Emil Lange, director of the curriculum department. One of the most recent publications is "The Course of Study in Health Education for Junior High School Boys," prepared by Paul D. Jones in coöperation with Walter L. Scott, supervisor of secondary boys' health and physical education, and Charles H. Hunt, director of health and physical education. The course is constructed on the unit basis, with a list of problems that are germane for each year of the junior high school. The course is definite in its assignments, as is the character of all of the Long Beach course of study assignments, which are based on the following form: references, content, procedure, outcomes. One of the books mentioned constantly for pupil use in this course is "The Science of Human Living," by Walling Corwin and Mae Johnson Corwin, a Harr Wagner Publishing Company publication.

THE MARIANO GUADALUPE JUNIOR HIGH SCHOOL in Vallejo is the latest building project that is the problem of Elmer L. Cave, Superintendent of the Vallejo Schools. This building, to cost $230,000, will be completed for the fall of 1933. In architecture, it is to be in keeping with the Vallejo tradition of being truly Spanish in character, yet arranged for utilitarian school purposes. A quad, a magnificent auditorium for twelve hundred, a patio to be paved with Spanish tile, a gymnasium for boys and girls, shops for prevocational work, a cafeteria, a study hall, a library, thirty classrooms, administration offices—in fact, full equipment for one thousand students is the program. The playground and athletic field will be the present athletic grounds of the high school, for which a new athletic field will be provided. The present junior high school plant has been secured by the Vallejo elementary school district and will be used for an elementary school. J. P. Utter, who has developed the Vallejo Junior High School up to its present high rating, will continue as principal in the new building.

THORNTON H. BATTELLE has been elected head of the commercial department of the Santa Rosa High School and principal of the Santa Rosa Night School. Mr. Battelle takes the place of William F. Bennyhoff, whose sudden decease was a happening of the past summer. Mr. Battelle is a graduate of the University of California of the class of 1922. He has had experience in business, been a principal for several years in the Sacramento Valley, and comes to his present position from the John Marshall Junior-Senior High School, Los Angeles.

JEROME O. CROSS, Superintendent of the Santa Rosa City Schools for the past eleven years has been accomplishing many things in Santa Rosa. New schools have replaced old ones, new courses have been established, especially in vocational education, a fine corps of teachers has been selected, and, what in these times is more to the point, a very economical business administration has been in force.

ELMER L. CAVE, Superintendent of the Vallejo Schools, has been complimented recently in the Vallejo press on his excellent financial handling of the Vallejo city school system during the last ten years. The major course for approbation was that in spite of the tremendous increase in school population and the erection of new school buildings the tax rate for 1932 was 52 cents per hundred less than it was in 1921. And this was done without a reduction of teachers' salaries. The following résumé of Superintendent Cave's work in Vallejo during the last twelve years is a fine record of accomplishment:

1. Five new school buildings have been built, equipped, and maintained.
2. The teaching force has been enlarged because of increased attendance. The attendance of Vallejo during the year 1931–1932 was the largest it has been at any time in the entire history of the schools. The enrollment in the elementary schools has increased 23 per cent, in the junior high school it has increased 102 per cent, and in the senior high school 70 per cent.
3. Additional janitor and secretarial help has been employed.
4. All school buildings in the department have been reconditioned, school grounds surfaced, fenced, and beautified.
5. New shop buildings have been erected and temporary housing facilities have been constructed.
6. A new gymnasium has been built for the high school.
7. New equipment has been purchased by the districts, and secured without cost from the Navy Department.
8. A coöperative plan between the U. S. Navy Department and the Vallejo high school district has been effected which has greatly increased the efficiency of our school system and the apprentice school on Mare Island, and at the same time has cost us nothing but has greatly increased our revenue.
9. Teachers' salaries have been increased.
10. The following new departments have been added to our schools, have been equipped, housed, operated, and maintained: department of vocational education; department of bands and orchestras; department of continuation education; department of evening high schools; course of study enriched by the addition of more subjects; cafeteria departments have been opened, operated, and equipped; department of health, including school nurse and dental hygienist; land for a new athletic field has been bought and paid for.

I CARE NOT, Fortune, what you me deny;
You cannot rob me of free Nature's grace;
You cannot shut the windows of the sky;
You cannot bar my constant feet to trace
The woods and lawns, by living stream, at eve.

—*Thomson.*

FACING THE FUTURE IN EDUCATION

By A. B. ZuTAVERN

The man, woman, or child who is not aware of how the tremendous change which is now taking place in our social and economic system will affect future life is missing one of the greatest educations of all time. It is inconceivable that every other activity except education will find benefit in change. Education will change because, to quote Bruce Barton, "when we are through changing, we are through." The Carnegie Foundation, after an investigation, finds that there is needed a new scheme of education related to the real life young people must live when they leave school. No one will say that we haven't spent enough money on education or that we should spend more. The question is, have we been getting our money's worth? Are we able to prove it or have we been just guessing at it? We have spent more money in this country for education during the last twenty-five years than in any similar period before, and far more than any other nation on earth. Is this great expenditure bringing relief to the hungry or employment to the idle during our present economic crisis? Has our higher education, which we have provided at such great cost to Tom, Dick, and Harriet, regardless of individual needs, made us any happier while trying to pay off the mortgage or in dodging installment collectors? *Nation's Business* for February, 1932, contains an article entitled "Leaders Not Coming From Universities," from which the following is quoted: "A part of an address by President Glenn Frank of the University of Wisconsin, published in the *Congressional Record* of December 14, states that we have no industrial leadership and that unless such is forthcoming, the country is sure to go to the bowwows." *Nation's Business* concludes by saying that "during the last twenty-five years the number of pupils attending the university increased 59 per cent, while the number of teachers employed increased 90 per cent, and their salaries 700 per cent; the amount spent on buildings and equipment 1050 per cent, and the expenditures for other purposes 1130 per cent; and if leadership is lacking, our educational system is at fault."

Many educators are wondering, no doubt, just what form a new scheme of education will take and whether we may look for it to originate from the academicians or must we learn our needs from the man and woman on the street who know wherein their education has failed them during these critical years. Most people who are in poverty today realize that the loss of their life accumulations, no matter how, was not due to natural economic causes over which there was no human control. They now can see how, had they been properly educated, there would be less need for the community chest and other charitable organizations. They realize that they have been the victims of an educational force outside the public schools, which has been more powerful and detrimental to them than their formal schooling has done them good. Among the agencies which have been surpassing the schools in educational effort may be found the political press, the public utilities propaganda, the Pollyanna statistics from unknown sources, and national advertising, designed for morons and those who have minds of a twelve-year-old child. The advertising fraternity itself admits that their appeals are of the lowest mental caliber, but that it is the only kind of an appeal that affects the great American public. Is this not a tremendous indictment against our educational system? Have our educational institutions produced a nation of nit-wits as our national advertising agencies claim when they design a million-dollar advertising campaign to "educate" the American public? Have our schools given the boys and girls a single weapon of defense against the pirates which they will meet later in life? So long as we demand that the child mind be filled with ancient history, higher mathematics, and foreign languages, which, perhaps, not one person in a thousand will ever use, and the rest of the time devoted to sports, we are furnishing exactly the type of education big business wants. Industrial leaders know that this type of education will continue to keep the public ignorant of true economic conditions and make it easier to exploit. Knowledge alone is of no value; it is knowledge in use that makes for progress. Public schools of the future will need to offer knowl-

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edge that can be used every day by everybody instead of only once or twice in a lifetime by a few. As Doctor Frank Crane once remarked, he learned everything else in school except what he discovered he needed the most in later life.

The final success for any individual, whether in social or business life, remains in his ability properly to appraise values—values in people as well as in things. And what have we done in the past in educating our young people in this difficult art? For the high school boy and girl who are planning to marry upon graduation, what have they been taught about appraising the real values in human beings, the home they are going to build, and the commodities they are going to buy with their own or somebody else's money? It should not be surprising to see so many wrecked lives or so many homes in the hands of receivers. We all get this education, but not in school. We get it at forty or fifty years of age, too late to be of much value.

Criticism of any kind is useless unless something constructive is offered. I don't know anything about school administration, and for that reason I believe that I am in a better position to offer suggestions. A man on the outside looking in sees a different picture than the man on the inside looking out.

A change in our public school system need not entail any additional expense. The same building and equipment may be used, only in a different manner. For example, instead of using school laboratories to prove theories that already have been proved, our boys and girls might use these laboratories for testing commodities used in the home; learning how to get a dollar's worth of value for a dollar instead of thirty or forty cents' worth of value, as we have done so much in the past. The farmer's son should be able to take a small quantity of clover seed which his father expects to buy and test it in the school laboratory for its germinating qualities, or test the paint, lumber, and roofing material his dad is planning to use; while the daughter is testing different brands of thread, textiles, foodstuffs, and the qualities to look for in buying an electric refrigerator. Boys who drive to school in automobiles should know exactly the values that exist in all various grades of gasoline and motor oils on the market, something the average man knows nothing about and for which reason he throws away quite a sizeable amount of his hard-earned money. The school laboratories should be open to adults who want to do testing of any kind. While the Bureau of Standards at Washington has done much to assist industry in the buying of commodities, it is not able, according to the director, to test a wide range of commodities for the general public. A number of private testing bureaus have been established, but the average citizen cannot afford this service. It should be performed in the public school laboratories, which are now idle a large part of the time and which the taxpayers are already supporting. We are constantly being criticized for lack of use of the franchise, yet nowhere in the schools can our boys and girls learn that there is anything wrong with our political system or how they may intelligently work together to improve it. European students are much more interested and active in the political life of their countries than are American students. Instead of learning the generalities of democracy, which mean little or nothing to a boy or girl, why not set up a forum in which all the pupils in a school would be required to participate in questions of the day—not the politicians—which the fathers and mothers are trying to settle with the ballot? In the matter of health, the school could do much to offset the effects of misleading education disseminated daily over the radio by national advertising. If space permitted, dozens of other plans for getting more real value from our money spent in education could be enumerated. But tradition is deeply imbedded in our educational system and house cleaning is never popular, especially when it inconveniences some one.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

A Public Library's Special Service During a Period of Economic Depression and Unemployment

*As Reported by Department Heads of the Oakland Free Library.**

Impartial observers say, with the exception of those agencies giving actual relief, the public libraries of the United States are perhaps our most important institutions during times of business depression.—Carnegie Institute of Pittsburgh.

In this year of 1931–32, librarians in presenting their annual reports to directors are in the enviable position of not having to report their business "in the red." With economic disaster at our doorstep, the public library has had the greatest opportunity of its history to educate, to enlighten, to divert, and to assist a distraught world to find new values and ideals. Through the vast amount of writing done on the depression, there seem to persist two ideas—that, for the present at least, the day of "keeping up with the Joneses" is past, and that one must substitute for widely advertised material comforts certain satisfactions of the spirit. Cultural institutions, especially those that are free to all, are bound to grow in use in times like these.

The character of the use made of the libraries during this period is far more significant than its mere quantity. The stark problem of making ends meet and of keeping the wolf from the door has been brought to the library literally by thousands. To aid in the individual's problem of vocational reëducation, the library has added greatly to its resources on trades, crafts, occupations, professions, and business generally, and these have been read with avidity.

Our reading-rooms have been overcrowded almost continually, both as a haven of temporary refuge for physical weariness and as a place of mental escape from the worries and perplexities of the times.

The published experience of those who have tried heretofore and elsewhere to solve the problem of unemployment and the thoughts of the best minds in this field have been made available to committees, welfare workers, and employers seriously studying this great problem.

If the services rendered by the library could only be weighed or measured, as unfortunately they cannot, it is probable that the supply of recreational reading to the anxious, the harassed, and the distressed among our readers would be found to be not the least valuable of the library's contributions to the maintenance of community morale. Almost all classes of nonfiction have increased considerably in circulation during the past year, but none to a greater degree than the two that are read almost entirely for pleasure—biography and travel. A marked gain also in the large and miscellaneous eight hundred class—general literature—is undoubtedly due to the popularity of poetry, drama, and essays among those who read for relief from care and for inspiration.

Interest in economic problems has caused an unusual upward curve in the three hundred class, which includes the subdivision economics. Large increases in the circulation of books in the two classes grouped under the six hundreds and seven hundreds—the useful arts and the fine arts—appear to be principally due to vocational reading of two types:

1. Reading for self-improvement in the practice of one's present vocation. Typical questions are the following: Where can I find material on central stenographic systems? Can you give me something good and up to date on accounting for industrial plants, written from the standpoint of executives? Where can I find reliable figures on the maintenance cost of office buildings?

2. Reading for vocational reëducation. This should be emphasized as an important new phase of library service which has been an outgrowth of the economic depression. Requests for vocational material which obviously belong to this group are very numerous, and many which are not obvious would also fall under this classification were it possible for us to know the motives which bring all our readers to the library.

Common requests are like these: Soda fountain recipes; formulas for making silver polish, ice creams, toilet articles, breads, pastries, confectionery, and other articles which can be manufactured and sold on a small scale. Methods of cultivating water cress and pepper grass. Nontechnical information for a beginning salesman on processes of refining petroleum and making of by-products. Regulations for pilots' licenses. Examinations for radio operators and aviation pilots. Technique of story-writing and marketing of literary wares. Training for selling life insurance.

A number of requests have come from persons planning to set up a restaurant business. These include large-scale buying, novel recipes—especially foreign dishes—kitchen management, simple bookkeeping, price catalogues of kitchen utensils, ideas for attractive decoration of dining-rooms. [This illustrates the practical method of approach to a new vocation which is developed by some of our library patrons.]

In addition to the many requests on miscellaneous subjects, three main interests appear again and again, and are represented in one form or another in each day's activities of the reference department:

1. The needs of persons studying for civil service examinations—national, state, and local. These bring requests for information of a varied character, often highly technical. Examinations for which we have supplied material include those for oil-well inspectors, police, fire marshals, customs officers, post-office clerks, and many others.

2. Persons seeking more economical ways of living, who are turning to agriculture and homesteading, ask the following questions: Where are the available lands for homesteaders? What are the typography and water courses of specific sections? What is the soil content and what the climatic conditions? What are the practical markets for products? What are the industries, the resources, and the school facilities of the neighborhood? Where can I find plans and construction methods for log cabins?

3. Men who are turning to mining ask for the locations and the histories of old mines and for prospecting methods.

From the experience of the library's workers in circulation, reference, and periodical departments, in the picture division, and in the eighteen branches of the Oakland Free Library system, the following instances have been collected:

There is a young man who has been coming in about once a week and taking out a large number of books. These books are circulated among a group of young men, all of whom are unemployed, and whose only recreation is reading. These library books are the means of passing many hours which otherwise might hang very heavily on these boys' hands.

Then there is a woman who before the crash had money enough to buy books for the recreational reading of her husband and herself. No longer able to afford this, she came to the library, not expecting to find anything modern and up-to-the-minute, such as she had been used to. Imagine her pleasant surprise to find that all of the latest books could be obtained simply by filling out a reserve card. Now she places reserves so that a steady stream of new titles flows her way.

A borrower who had lost her position decided to use her talent for drawing to help earn a living. She is now designing Christmas cards and book plates, using our pictures to get ideas for her work.

Art students and commercial artists say that the picture collection is a boon to them because, since times have been hard at home, they have had no means to buy their own pictures for study or working purposes. Through the use of our pictures one advertiser executed a commission for a handbook for International House, and another "landed" a $600 contract for a project that required plaster models of the California missions.

A former business man is now studying garden books in order to become a gardener. A society woman is taking a course to fit her to be a hotel hostess or an apartment-house manager. She has used many books on accounting, hotel management, interior decorating, etiquette, etc.

Farmers' bulletins on poultry raising, squabs for the market, bees, and fur-bearing animals, and books on gardening and farm management were found helpful by a man who sought suggestions and aids in "rejuvenating" his farm, which had not been paying expenses.

A man who asks for material on cement coloring is middle-aged and shabbily dressed, but he has charm of manner and a suggestion of innate culture which at once arouse the interest of the attendant. A few questions develop the history of two years without income and a family depending upon the home garden and poultry yard for its food supply. He has conceived the idea of designing sidewalks and garden walks in color patterns, using a Greek key or similar design. He is experimenting in his own yard, putting down a foot or two at a time, as he is unable to afford any large expenditure for materials. From the library he wanted information about various pigments which can be mixed with cement, and also some suggestions for his designs. He told very little about his problems, but one could see that the opportunity of working on a new project, creating designs and color combinations, and perfecting technique, would give him hope and keep his courage up.

Another elderly man asks with quiet courtesy for books on sign writing and lettering. We do not know his name or circumstances, but a whole history is suggested when he says

*The publication of this article has been made possible by the coöperation of John Boynton Kaiser, librarian, Oakland Free Library, and Miss Mabel W. Thomas, assistant librarian.

as he turns away with a book or two, "I used to do something of this when I was young. I shall have plenty of time to study up on it now."

A woman, highly cultured, comes often to the library with requests for help along various lines of study, usually of a philosophical or psychological nature. Her talk is almost always of what she has been reading or thinking, but one has gathered that both she and her husband are unemployed and that their combined income has been reduced from over $200 a month to less than $20. She reads not for escape but for stimulation. Reading takes the place not only of luxuries, but of some of the bare necessities of life. As long as she can come to the library she can survive. Hers is an amazing example of the use one can make of reserve spiritual vitality in a time of desperate need.

The present "Depression" is usually considered as having its most obvious beginnings in the fall of 1929. At the end of September, 1929, there were 62,709 persons registered as borrowers of the Oakland Free Library system. At the end of June, 1932, thirty-three months later, there were 85,651, a gain of 22,942, or 36.5 per cent. During the same period the annual circulation of books for home use increased from 1,563,111 in 1929 to 1,929,975 in 1931, a gain of 23.4 per cent. Reading and reference use of the various reading-rooms in the main library and branches, of which no exact record is attempted, has manifestly grown at an even greater rate. In general, the new users of the library have been adults rather than children and men rather than women. While children, high school and college students, clubwomen and housewives, have continued to use the library as formerly, other classes have used it much more.

This account of the experience of one public library in California may be regarded as typical of that of hundreds of others in this state and throughout the country, East and West.

Escapes Insanity Through Books—Professor of Sociology Says Reading Stabilizes Society

"I WOULD HAVE LOST my mind during the past year if I had not been able at times to forget my troubles through library books," an unemployed man recently told a librarian in a Missouri public library. From Cleveland and Chicago similar statements have been reported, according to the American Library Association.

Commenting on this statement, Frank J. Bruno, professor of applied sociology at Washington University, says: "I have been very much interested in recent reports as to the phenomenal increase of the use of public libraries due to unemployment. This is a fact of significant social import as related to the present depression. The rapid increase in suicides is startling, but the reason that there are not more actual riots at present may well be due to such influences as public libraries in maintaining the morale of the unemployed."

Statistics recently compiled by one public library in Missouri showed that one out of every eight men taking out cards to borrow books is unemployed. One out of every nine women registering is unemployed or her husband is unemployed, and one out of every six children registering reported his father out of work.

A recent experiment, reported by a librarian, has caused comment. He kept track of the readers for a certain ten minutes one day and found the following readers of nonfiction books as typical examples: Ladd's "Secret of Personality," read by a bus girl. James's "Will to Believe," by a salesman. Darrow's "Through Science to God," by a demonstrator of a soap company. De Forest's "Short History of Art," by a masseur. Wright's "Practical Book of Outdoor Flowers," by an unemployed widow. "Home Instruction for Sheet Metal Workers," by a sheet metal worker. "Practical Flying" and "Aviation Manual," by a worker in a stove factory. Ettele's "Lubricating Oil Salesman's Primer," by a service station superintendent. Glover's "Dame Curtsey's Book of Novel Entertainments," by an unemployed woman. Toomb's "How to Wrestle," by a Chinese laundryman. "Anthology of Current Poetry," by a waitress. "O'Neill's Plays," by an unemployed stenographer. "Chaucer's Complete Poetical Works," by an unemployed clerk.

Sociologists generally believe that reading keeps many people sane both during depressions and during boom times, according to Professor Bruno.

Libraries Kept Open Because of Service to Unemployed

BECAUSE of their services to the unemployed, Duluth branch libraries, with the exception of a sub-branch in rented quarters, will not be closed, as was recently proposed for the sake of economy. A letter addressed to the Mayor's Budget Advisory Committee from the Mayor's Committee on Unemployment was an influential factor in keeping the branches open. The letter read:

> The Mayor's Committee on Unemployment has adopted a resolution expressing the hope that there will be as little closing of branch libraries in Duluth as possible.
>
> Libraries everywhere are reporting a greatly increased use by those who are out of work. It is the opinion of the committee that library facilities should be made available to as many as possible in this period of depression, for here, if anywhere, can be found profitable employment for leisure time.

Notes

PERCY FREER, librarian, University of the Witwatersrand, Johannesburg, South Africa, visited the State Library on August 15. Mr. Freer is particularly interested in library buildings and equipment, as a new library building is to be constructed for the University of the Witwatersrand. During his stay in California, he will visit the various university libraries and some public libraries.

THE DINNER MEETING of the League of Western Writers held at the Clift Hotel, Wednesday evening, August 17, was devoted largely to libraries. The three speakers were John Howell, who talked about the White House library and the Library of Congress; Mabel R. Gillis, State Librarian, who spoke on "California's Great Library System"; and Chester Rowell, whose subject was "The Influence of Printing on Civilization." Mr. Howell, who was instrumental in starting the White House library, gave a very interesting talk about its history, and in speaking of the Library of Congress he emphasized particularly the wonderful Vollbehr collection of incunabula acquired last year. Miss Gillis outlined the library system of the state, telling something of the various types of libraries and then describing in more detail the service of the California State Library. Chester Rowell, in his usual vigorous fashion, traced the development of printing and its influence on present-day life.

THE RESIGNATION in August of Miss Lilian Sabin, librarian, San Luis Obispo County Free Library, became effective the first of September. Mrs. Marie Fechet Kilburn of the Merced County Free Library was appointed as Miss Sabin's successor.

MRS. BESS RANTON YATES, assistant, Los Angeles County Library, was appointed librarian of the Glendale Public Library, effective September 15.

THE CALIFORNIA STATE LIBRARY was honored recently by a visit from Doctor W. B. Pettus, president of California College, in China. He was accompanied by Lloyd Robbins, San Francisco attorney, who has recently placed in the State Library a valuable collection of material relating to community property.

BOOK REVIEWS

THE PATHBREAKERS FROM RIVER TO OCEAN, by Grace Raymond Hebard. Arthur H. Clark Company, Glendale, Cal., Publishers. Price, $2.50.

This is a story of the great West from Coronado to the present. It is the sixth edition, revised and enlarged, with maps, portraits, and many full-page illustrations. It is a real textbook on Western History. The various chapters deal with:

The Early Explorers: Coronado, the Verenderyes, Lewis and Clark, Pike.
The Fur-Traders: The Missouri river men, Astoria, Rocky Mountain Fur Company, American Fur Company.
The Great Trails: The Santa Fe, Gila Route and the Old Spanish Trail, the Oregon Trail, the Great Salt Lake and California trails.
The Missions: The Catholics in the Southwest, the Methodists in Oregon, Whitman and Spalding, Father DeSmet, the Mormons in Utah.
Frémont's Explorations: The Wind River Mountain, Great Salt Lake, Columbia River and California, the Mexican War, his first private venture, his last expedition: 1842–1854.
Gold Discoveries in California, Nevada, Colorado, Montana, Idaho.
The Freight, Express and Stage lines and the Pony Express.
The Soldier and Settler: The Bozeman Trail, the Cheyenne uprising, the Apaches, the Shoshones, the Sioux, Chief Joseph, the Utah Indians, the Modocs.
Cows and Cowboys and the Long Drive.
The Railroads: The preliminary surveys, the Union Central Pacific, Southern Pacific, Santa Fe, Northern Pacific, Great Northern.
Pronouncing Vocabulary of proper names.
Bibliographies for each chapter and a consolidated bibliography.

The Arthur H. Clark Company has made a very attractive book. The binding, the paper, and the illustrations are worthy of favorable comment. The West is fast developing in the publishing of books.

OH, WHAT A GLORY doth this world put on for him who, with a fervent heart, goes forth under the bright and glorious sky, and looks on duties well performed, and days well spent.—*Longfellow.*

ACCUSE NOT Nature, she hath done her part: do thou but thine.—*Milton.*

WESTERN SCHOOL NEWS

Two important social events have occurred recently in educational circles. First, Mr. and Mrs. George Phillips Morgan celebrated their golden wedding. Mr. Morgan has served many years as the Superintendent of Tuolumne County. He is the finest product of the Mother Lode country. He is a part of the Argonauts who have made our Sierras famous. The second event was the marriage of Oliver Hartzell, Superintendent of San Rafael, to Miss Pollock at Clarksburg. Miss Pollock is a cultured young lady and well-known teacher. Mr. Hartzell is one of the best known educators in California, and has many friends who are congratulating bride and bridegroom.

Karl Hazeltine, the noted teacher of nature study of the State Teachers' College, San Jose, has made arrangements to give instructions to the Burlingame teachers, F. A. Henderson, superintendent, and to the teachers of Yuba County, Mrs. Agnes Meade, superintendent.

Irmagarde Richards, author of "Our California Home," spoke before the Sequoia Club, San Francisco, on September 15 on her experience among the rural schools of Mexico.

Helen Heffernan, chief of Division of Rural Education, State of California, recently made a trip to Mexico. She gave an interesting talk before the teachers of Trinity County on rural education in Mexico.

COUNTY TEACHERS' MEETINGS

Alameda County—November 21–23; Oakland.
Amador—November 21–23; jointly with San Joaquin County at Stockton.
Bay Section—November 21–23.
Calaveras—November 21–23; with San Joaquin County at Stockton.
Central Section—November 21–23.
Central Coast Section—December 19–23.
Contra Costa—November 21–23; Oakland.
El Dorado—November 21–23; Sacramento.
Fresno—November 21–23; with Central Section at Fresno.
Humboldt—October 23–25; meets with North Coast Section at Willits.
Kern—November 21–23; Bakersfield.
Kings—November 21–23; with Central Section, Fresno.
Lake—November 21–23; with Bay Section, San Francisco.
Los Angeles—December 19–22; Los Angeles.
Madera—November 21–23; with Central Section, Fresno.
Marin—November 21–23; November 21, San Rafael; November 22, 23, San Francisco, with Bay Section.
Mariposa—November 21–23; Merced.
Mendocino—October 23–25; Northern Section at Willits.
Merced — November 21–23; Merced High School, Merced.
Modoc—November 21–23; Alturas.
Monterey—December 19–21; at Salinas.
Napa—November 21–23; with Bay Section, San Francisco.
Nevada—Latter part of October; Nevada City.
Riverside—December 19–21; Riverside.
Sacramento—November 21–23; Sacramento.
San Benito—December 19–21; at Salinas.
San Bernardino—Rural Elementary, Barstow, September 16, 17; Rural Elementary, San Bernardino, September 23, 24; Rural High, and San Bernardino city, December 19–21; other districts not fixed.
San Francisco—November 21–23; in San Francisco.
San Joaquin—November 21–23; with Amador County, Stockton.
San Luis Obispo — December 19–21; at Salinas.
San Mateo—November 21–23; with Bay Section, San Francisco.
Santa Clara—November 21–23; San Jose.
Santa Cruz—December 19–21.
Shasta—November 7–9; Redding.
Siskiyou—August 31, September 1, 2; Yreka.
Solano—November 21–23; with Bay Section, San Francisco.
Sonoma—November 21–23; with Bay Section, San Francisco.
Southern Section—December 19–23.
Stanislaus—local, date not fixed.
Sutter—November 21–23; with Sacramento County, Sacramento.
Tulare—November 21–23; Visalia.
Tuolumne—November 21–23; Sonora.
Yuba—November 21–23; Marysville.

John R. Overturf, Deputy Superintendent of Schools, Sacramento.

J. R. Overturf, Deputy Superintendent of Schools of Sacramento, was an instructor at Stanford University during the summer quarter, giving two courses—one in city school surveys and one in curriculum construction.

Mr. Overturf comes originally from Nebraska. He received his B.S. from Frémont College and his A.B. from the University of Nebraska. His early teaching experience was that of science teacher in the high school at Schuyler, Neb. He later became Superintendent of Schools of Beaver City, College View, and Central City, Neb., coming to California in 1922. He took his master's degree at Stanford University at that time and went immediately, upon receiving his degree, to the superintendency of the Lodi schools. In 1925 Superintendent Charles Hughes of Sacramento appointed Mr. Overturf as his deputy, and he has been in that position since that time. Mr. Overturf has done splendid work as director of curriculum in the Sacramento city schools, as well as carrying on general administrative duties. Some twenty or more courses of study have been printed and about that number are available in mimeographed form. These courses range from the primary field to the junior college and are working out very successfully. Mr. Overturf's experience in this field made his work at Stanford University of special practical value to teachers who are working on curriculum committees.

COLUMBIA ATTRACTIONS

The Columbia season will offer a number of attractions of unusual interest to teachers. The students of modern drama and of Shakespeare will be especially interested in Eugene O'Neill's "Mourning Becomes Electra" and Hampden's "Hamlet."

Manager Ralph Pincus announces that the Columbia Theater will reopen for the fall and winter season on September 26 with several attractions already booked.

The first play of the Columbia season will be "Intermission," with Madge Bellamy as the star. "Intermission" is a novelty in setting and location. The entire action of the play is supposed to take place in the lobby of a theater during a performance. Harold Berg, director of many Broadway successes, is staging the play for the Columbia. With Miss Bellamy will be seen Gaylord Pendleton, Alberta Vaughn, Judith Vosselli, Pat O'Mally, Donald Keith, Georgie Harris, and Jack Trent. Pendleton will be remembered for his work in the long run of "Coquette," with Helen Hayes.

Among the other outstanding attractions promised at the Columbia are the Theater Guild's presentation of Eugene O'Neill's "Mourning Becomes Electra," and Walter Hampden in a repertory of three plays, "Hamlet," "Capponsacchi," and one other to be announced, probably a return of "Cyrano de Bergerac."

Plans are also under way for a spectacular revival of Johann Strauss' "Die Fliedermaus."

The PENINSULA is an ideal location for Teachers to reside either while in service or upon retirement. In fact many Teachers have already built homes and are living on the PENINSULA, while others have acquired property as an investment. BELLE HAVEN CITY on the new Bayshore Highway at Atherton and Menlo provides exclusive environment and natural beauty coupled with reasonable prices.

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A PROMINENT AUTHOR

MR. JONES is a pioneer resident of California, and a brother of the late Sallie Jones, one of the best-known educators in California. He has had many amusing experiences since writing these two books. His most intimate friends among noted bishops, authors, and scholars have written him letters, and others

J. K. Jones, author of "Brainstorms of Humanism" and "Will It March?" under the name of Thomas Carlyle Lattimer.

have discussed the theories advanced in the books, without knowing they were talking to the author. "Brainstorms of Humanism" is a beautiful book bound in flexible cloth, large type, and sells for $1. Doctor Conrad, the noted author and preacher, pastor of Park Street Congregational Church, Boston, Mass., and Doctor Durkee, pastor of Henry Ward Beecher's Church, Brooklyn, N. Y., have both praised the book in the highest possible terms.

Helen Allred, in writing a sketch of Mr. Jones's life for *The Overland Monthly* and for "Who's Who," says:

Joseph Ketchum Jones, or Thomas Carlyle Lattimer, as he is generally known to the reading public, assures me that it was without his specific consent and knowledge he was named after an illustrious ancestor, Jesse Ketchum of Toronto, Canada, a patron of education.

Mr. Jones left Cincinnati at the age of eight weeks, by way of steamboat up the Ohio River to Pittsburgh, thence by stage over the Allegheny Mountains to Baltimore, from there to New York by rail, and, concludes Mr. Jones, "ever since the clipper ship *Saratoga* brought me here, I have lived in this beloved town; that is, with the exception of a few years spent in Santa Clara Valley."

Mr. Jones was very fortunate in having a father who brought with him a "working" library for the children. He left the university in his senior year and entered business. A driving ambition for law caused him to study night and early morning. However, it was not until he took the San Francisco Municipal Civil Service that he was able to use it. Always a student, Mr. Jones became devoted to literature. To quote him, "My library grew through the years, and became a part of my home and fireside. The unspeakable joy of communicating with 'the kings and queens of the ages'." Addison's "Spectator," and his classic English, was his first love. Then he became a captive of Gibbon and his "Decline and Fall of the Roman Empire." In analyzing frame of mind, he went through the classics: Macauley, Carlyle with his "Sartor Resartus," Goethe, Schiller, and Moliere. English—without limit of time and authorship. American—all that has come with the years to stay. Homer Virgil, Horace. I have not the space to catalogue his literary tastes. His range is far too diversified. Metaphysics, technical philosophy, formal logic, psychology, economics, sociology, poetry, sculpture, music, histories from the Greek, and so on—too much to enumerate.

He is mystical, poetic, and temperamental. Darwin, Tyndall, Spencer, and Huxley bothered him but little. But it created in him a craving for truth, to differentiate between guessing and speculation and sound reasoning; the legitimate inferences from indisputable facts. He disliked sham of any sort. To quote him: "I hate a straddler; these peddlers of 'cure-alls'—social, economic, religious, and what not—are a particular abomination to me. I have lived to see my views of fifty years ago become the admitted philosophy of the hour."

Mr. Jones's ancestry is very interesting. His mother was an Inskip, prominent in both state and church in Huntingdonshire, England. His grandfather was Welsh and fought in the War of the Revolution. While quartered in Boston, he fell in love and married an American girl, a Robinson. She was from lineal Mayflower stock, running back to that little ship and her historic cargo. Her family gave to the United States two Presidents: John and Quincy Adams.

Mr. Jones is a very interesting person to interview, and it is very difficult to divert his thoughts away from his wonderful library, all of which give mute evidence of being read and enjoyed many times.

Mrs. Jones died thirty years ago. Mr. Jones married early in life, and found perfect companionship and understanding. He never married again.

"Will It March?", Mr. Jones's first book, is a fine example of fearless thinking. It has received fine reviews and commendation from such scholars and thinkers as Doctor E. R. Dille, Doctor William C. Poole, Reverend J. H. Williams, Reverend William Young, and Dean Gresham. The preface of the book was so remarkable that Doctor Durkee and the well-known writer and scholar, Doctor A. Z. Conrad, suggested that it be put into book form, and it has been done. I was complimented and honored by Mr. Jones in that he asked me to choose a title for his book. I chose the title "Brainstorms of Humanism," and the little book which has so much in it for the thinking public, is for sale at bookstores. It is published by the Harr Wagner Publishing Company, 609 Mission Street, San Francisco.

This Company also published "Will It March?" These books should have a permanent place in our literature.

Will Allen Dromgoole, the literary editor of the Nashville *Banner*, in the issue of September 4 says of "Brainstorms of Humanism": "One is attracted to this book by the attitude of the author towards the church and its ministers of today, and for its fine scholarship and classical beauty and its valiant truths."

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YEAR BOOK JUST OUT

REPRESENTING the thought of educators throughout the country, the fifth "School Library Year Book," published by the American Library Association and edited by Miss Jasmine Britton, supervisor of the Los Angeles City School Library, made its appearance on September 15.

The "Year Book" offers a discussion of library standards in various parts of the country. It contains studies and descriptive articles that should be useful to individual as well as school librarians. A bibliography of books and periodical articles that have been published from July, 1928, to June, 1932, and a directory of school librarians are also contained within the covers of the new book.

Miss Jasmine Britton, who was chosen to edit the publication, has recently been placed in charge of all libraries from the elementary to the junior college in the Los Angeles City School District.

Discussing the standards set forth in the "Year Book," Miss Britton said: "In the best interpretation of the word, standards should be sufficiently flexible to meet new conditions and local situations. They should stimulate continuous growth. Rigid standards cannot be maintained and arbitrary pronouncements are undesirable.

"Heretofore," she continued, "school library standards have listed practices found in recognized school libraries. We believe that we are entering upon a new period in which scientific studies will precede the setting up of standards, and we hope that the next revision of school library standards will be evolved from such studies."

Other contributors are Miss Alice R. Brooks, Drexel Institute of Library Science, Philadelphia, and Miss Mary Lytle of the Ballard High School, Seattle, who offers a study of centralized cataloguing in her city.

TEACHING PROCEDURES, by William Carl Ruediger, dean of the School of Education, George Washington University. Houghton Mifflin Company.

What this country needs is the general practice of a teaching procedure which aims "to assist young people to become humane, and to prepare them to participate in those affairs which are of abiding concern to mankind." Perhaps it is too much of an ideal, but Ruediger makes it obvious that could all children learn their lessons as related to their environment, rather than as vague figures memorized to "discipline their minds," they would all be well-educated citizens at least.

Ruediger believes implicity in the "direct attack" procedure, citing the study of foreign languages as an example of too much stress on rules and translation into English, so that the majority of students never acquire the practical speaking knowledge of the studied language. Better that it should be approached as it is to be used, instead of through a difficult, falsely erected maze.

"Teaching Procedures" is an inspirational book both to the teacher and parent, clearly and concisely written, and filled with touches of a very human nature.

I WAS BORN an American, I live an American, I shall die an American; and I intend to perform the duties incumbent upon me in that character to the end of my career.—*Webster.*

THE STABILITY of this government and the unity of this nation, depend solely on the cordial support and the earnest loyalty of the people.—*U. S. Grant.*

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Twin Beds $4.00

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New Nature Science Readers

The Harr Wagner Publishing Company takes pleasure in announcing the publishing within a few weeks of a series of Western Science Readers. These readers make available for Western teachers information on Western Nature. This series describes the trees, flowers, birds, animals, insects of the Western United States in a scientific yet interesting fashion. The books are beautifully illustrated with photographs and drawings.

With the publication of this series the domination of Nature Science books written with the conditions of the Midwest and East in mind is ended.

The following titles are announced:

The Western Nature Science Series

Third Grade

THE INDIANS' GARDEN

By C. A. MARCY
District Superintendent Manhattan Beach Schools
University of California Extension Lecturer in Nature Study
and
FERNE L. MARCY

The first book gives to the child an idea of those things of nature with which the Indians came in contact on land and sea. Drawings in Ben Day color enhance the attractiveness of this book. List price $1.00, net 80 cents.

Fourth Grade

THE PADRES' GARDEN

By C. A. MARCY
District Superintendent Manhattan Beach Schools
University of California Extension Lecturer in Nature Study

The second book continues the thought with telling the story of what the padres found in nature and what forms of plant life they brought to the Western shore. List price $1.00, net 80 cents.

Fifth Grade

THE PIONEERS' PATHWAY

By MAE JOHNSON CORWIN
Science Department, Phineas Banning Jr.–Sr. High School
Los Angeles

The third book gives a description of the trees and flowers which are found along Western pathways. List price $1.00, net 80 cents.

Sixth Grade

TRAILS TODAY

By WALLING CORWIN
Science Department, San Diego High School
San Diego

The fourth book emphasizes the animals of land and sea on the Western coast. List price $1.00, net 80 cents.

These Readers tie up with Social Science, as they describe things of Nature that affected the lives of the people in the periods studied in the grades for which the books are intended. These readers have been checked with the latest vocabulary word studies, for grade placement.

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The Harr Wagner Publishing Company further calls your attention to the new Corwin Science Series for Junior High Schools. This series, one cycle in treatment, marks the most noteworthy advance for the teaching of Junior High School Science that has been made of recent years.

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For the Eighth Year

The Science of Plant and Animal Life: The discussion of the facts of plant and animal life in their relation to human life. List price - - - - - - $1.72

For the Ninth Year

The Science of Discovery and Invention: A description of scientific discovery and invention and of how these things have affected mankind. List price - $1.80

A straightforward presentation of scientific facts from the Junior High School viewpoint. There is no overlapping.

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609 Mission Street
San Francisco, California

OCTOBER, 1932

THE WESTERN JOURNAL of EDUCATION

News and Comments -- By Harr Wagner

Can You Help Number 9?—We will, and here's how. Roy Cloud wrote the following letter to John Doe. It is such a clever idea that we reproduce his John Doe letter herewith. It epitomizes the entire subject in a few paragraphs. May it be efficient in having you vote "Yes" on Number 9, November 8, 1932.

You Can Help No. 9

ROY W. CLOUD

Everyone who reads this letter is requested to copy it and send it to five of his friends or acquaintances.

Mr. John Doe, 263 Blank Street, Los Angeles, Cal.

Dear Mr. Doe: Would you like to have taxes reduced on real estate, personal property, farms, ranches, and business property?

Amendment Number 9 on the general election ballot in November will transfer county school costs from the county to the state and thus reduce local taxes.

In order that the state may have a new source of revenue to pay the costs, Amendment 9 directs the legislature to levy a personal income tax and a luxury tax to raise the necessary funds.

There is no catch in this proposal. If you favor the reduction of ad valorem taxes and the substitution of new forms of taxes used successfully in other states, vote yes on Amendment Number 9.

Amendment 9 is not a school amendment, but it will stabilize good school conditions. If you are a friend of public education, vote for Amendment 9.

If you want to help farmers, ranchers, and home owners who are now paying more than their share of ad valorem taxes, vote for Amendment 9. Send a copy of this letter to five of your friends or acquaintances.

Yours very truly, *(You sign here)*

A Vital Message.—P. Blakiston's Son & Co., Inc., of Philadelphia, the well-known publishers of high school, college, science, and medical books, are sending to the teachers an attractive card called "A Vital Message," which reads: "In the gamble of memory the odds on reading against listening are more than ten to one. Some students are trying to work without the tools of their trade-books. This evasion of an obligation they owe their school and themselves is conceived neither in necessity, nor thrift, nor shrewdness. Give them the benefit of your experience. Tell them there is no substitute for the personal ownership of good text-books."

More Punch.—William McAndrew, editor of *School and Society*, was elected president of the Educational Press Association. He has just sent out a circular letter to members and "other choice persons I wish were members." He speaks of the pitiful neglect of the editorial page, and wants a tonic for some of the organs of the various state teachers' organizations. You can see a broad smile on his face as he writes "For the land's sake, shake some more paprika into your editorials." Then he slips into the tobasco sauce and tells the editors how and what. William McAndrew of East Setauket, of Chicago, and of the world, is enjoying his seventy years of experience by not taking life too seriously.

Ten Million Decrease.—Total expenditures of kindergarten, elementary school districts, high school districts, and junior college districts in California for 1930–31 were $153,334,669.61. For 1931–32 they were $143,339,481.74, a decrease of ten million dollars. It is to be hoped that continued chiseling will not seriously disturb the efficiency of the schools. California's greatest asset is its splendid school system and the liberal support given it by the taxpayers. We need Constitutional Amendment Number 9. Vote "Yes." Taxes should be paid from profits and not from land that is not producing an income. During the war the plea was made for everybody to give. "Give until it hurts" was the slogan. We gave for war. Now let us give for schools. Give until it hurts. We must avoid extravagance in the schools, but we must provide education for all. Every educational institution based on sound principles must be liberally supported.

KERSEY ON THE EDUCATION OF HIS CHILDREN

It is my own personal belief with my own two children, a son and a daughter, that the responsibility of the son in present social and economic life is a responsibility to carry not alone his own support but also the support of a family and as well the support of certain social obligations which will be his. Therefore, from that angle I have continually impressed upon my son the fact that he has multiple responsibilities confronting him continuously, and accordingly he has been required to prepare with that challenge ahead of him.

For the daughter my personal reaction is that a twofold aspect of responsibility confronts her. The emerging status of womanhood involves her in the continuing and extremely important responsibilities of home leadership, dominance, and direction, and also in the responsibility of entering a widening sphere of social and economic relations. Because most of the experiences of the world as at present ordered up will involve the boy in meeting challenges, I believe my greatest responsibility in providing educational equipment for the future centers around my obligation to the girl.

It is easier for the boy to do for himself and to successfully meet life responsibilities in accordance with his opportunities. For the girl less opportunity is available, more hazards confront the life of young womanhood, more surrounding arms of protection are needed, and more continuing parental assistance is necessary in order that the girl may be properly equipped to enter, to master, and to succeed in terms of a changing and a commanding future for womanhood in social, economic, and home life.

In conclusion, I must express my belief that a finer manhood will continue to be developed as we encourage through education an extension of the nobility of magnificent womanhood. Cordially yours, Vierling Kersey, Sacramento, Cal.—*From Journal of Education, Boston, Mass., September 19, 1932.*

Thanksgiving and Armistice Day Programs, by Alice Hand

Over 37,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities, shown on the above graph, and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership September 12, 1932, was 37,145.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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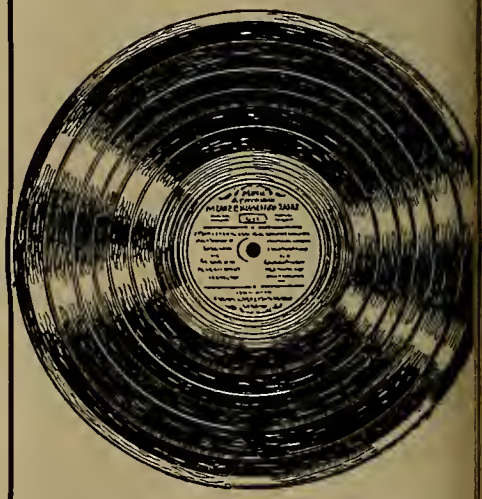
For the teacher special suggestions for using the book and the records have been prepared, and additional information about the music is presented on the record envelopes.



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THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

Vol. XXXVIII, No. 10 San Francisco, October, 1932 Price 15 Cents

THANKSGIVING DAY IN THE SCHOOLS

By ALICE HAND

For flowers that bloom about our feet
For tender grass, so fresh and sweet,
For song of bird and hum of bee,
For all things fair we hear or see,
Father in Heaven, we thank Thee.
—*Ralph Waldo Emerson.*

Again this year Thanksgiving time finds us nationally in the mood for letting the season stress thankfulness for actual food, clothing, shelter, and means of making a living. Hope, cheerfulness, fortitude, the privilege of service, still seem very excellent qualities wherewith to meet the times. Gratitude for the small pleasant things of life, the happy, friendly relationships open to all, the spirit of generosity toward those worse off than ourselves, might well prevail throughout programs and projects.

And once more a period of warm personal contact with the Pilgrim band of Plymouth cannot be equaled for its heartening examples of grit, self-sacrifice, honest sense of obligation to debt, frugality and industry. Let reference reading, intensive study and program work produce and list definite examples of these and other sturdy pioneer characteristics, social, political, and moral. [For detailed analysis of Pilgrim history from this angle, see Western Journal of Education for October, 1931.]

In studying the history of Thanksgiving Day it is well to note that the celebration as we know it today owes its origin to a combination of the first *two* Thanksgiving dates of the Pilgrims. The first in 1621 was more a holiday feast in the manner of the harvest festivals of England, continuing over a space of three days and designated especially to gain the good will of the Indians, ninety of whom attended the banquet and games provided. The year 1622 is marked by renewed hardships, extreme drought, with near famine ensuing. However, after rain comes with its promise of harvest, after a long rite of fasting and prayer, the good ship *Anne* arrives from England, bearing both provisions and old friends. And all is well. A day is set by the Governor for giving thanks to God for the blessing of good harvest and renewed friendships. The Pilgrims go to church and feast happily, though not so lavishly as at the previous Thanksgiving. It is this formally proclaimed religious festival that is the origin of our national Thanksgiving Day. Since the Civil War, when Abraham Lincoln began the custom of issuing an annual proclamation, America has set aside a day of religious observance. An excellent project for older students would be a history of early Thanksgiving Days, beginning with the Bible feast of the ingathering, tracing the institution through early Anglo-Saxon harvest home festivals, the first formal proclamation in United States as issued by Francis Bernard, Governor in Chief of the Province of Massachusetts Bay, in 1767, etc., to the custom as we know it now in its annual recurrence. [See introduction to Our American Holidays, by R. H. Shaufler, for further information.]

Do not fail to take advantage of the vividly dramatic incidents so prevalent throughout Pilgrim history. A careful reading by teachers of Jane G. Austin's excellent novel, "Standish of Standish," should yield a wealth of background material and exciting situations for impromptu dramatization by the children. In this field, be sure to have your plot, however simple, possess a definite beginning, or exposition; middle, or climax; ending, or "curtain" effectiveness. Insist upon unity of mood throughout. Let character interpretation be carefully differentiated. Make your dialogue natural and spontaneous, but try to have each speech advance the plot at some point. *Don't rush your climax.* In the playlet included here, the main objective is to make Pilgrim children flesh and blood personalities and to stress the true spirit of Thanksgiving.

It has been suggested that the presentation of Thanksgiving plays where no auditorium is available can be greatly "eased" by the use of large screens painted roughly with suitable Plymouth backgrounds. Both sides can be used in the interests of quick changing of scene. Also costume making has been simplified occasionally by the ingenious use of paper towels and napkins for caps, cuffs, and aprons.

THANKFUL EVERY DAY

For Intermediate Grades

Time: The week before the second Thanksgiving Day, 1623.

Characters: Mark, Patience, John and Mary, children of Plymouth. Wahta Wa—a little Indian girl. Peter and Faith—newly arrived from Holland on the good ship *Anne.*

Scene: The living-room of a home in Plymouth. Fireplace at the back of the room and trestle table with benches to one side. Pewter dishes on mantelpiece, etc. Peter and Faith, the little visitors, are seated rather primly on high-back chairs at either side of the fireplace. They are staring curiously at Wahta Wa, who stands shyly apart from the others, near the window. Patience is weaving cloth on a small hand loom. Mark is making a turkey trap, and Mary is rocking the rough cradle which holds baby Peregrine asleep in its depths.

Mary: Oh, Peter and Faith, it was wonderful that you should have come over on the *Anne.* We did so hope that some of our playmates whom we left behind in Holland, because the *Mayflower* wasn't big enough, would come aboard the *Anne.*

Mark: And you don't look a bit like Dutch children, the way Elder Carver thought *we* all might get if we stayed there—or, anyway, not much.

Patience *(quickly):* Of course they don't! And you were lucky not to have come on the *Mayflower.* We were two whole months on the way, pitching and rolling about fearfully. All crowded up together——

Mark: And seasick all the time—or most of it. No chance to run and holler and play games or have any fun at all.

Patience: And cold—Oh, dear! We couldn't even help the big folks much. I thought we'd never get here.

Mary: Your name ought to be Impatience instead of Patience, *I* think. You know we all tried to be just as good tempered as we possibly could be. That helps mothers and fathers when they are in trouble, ever so much, especially when none of us can have what we want to have.

PATIENCE: It was fun when little Oceanus was born on the ship, just after a big storm, and we children had a chance to play with him and help take care of him. It was almost like playing dolls.

MARK: Well, he's a big man now—three years old—and I'm going to teach him to shoot with bow and arrows tomorrow. You girls can take care of little Peregrine over there, if you want to play dolls.

FAITH: I guess you haven't spent much time playing dolls since you left Holland. Just last night my father was telling my mother that Elder Brewster himself told him that the boys and girls of Plymouth were almost as much help during those awful first bad times as the big folks themselves. He told how you girls had knit stockings, woven, washed clothes at the spring, and helped nurse the sick without ever taking time even to make a sampler.

PETER: And he told how the boys chopped wood and carried water and helped build the fort and searched everywhere for berries and beechnuts and wild apples, and even stood watch with the men. It made life in Holland look pretty tame to us.

MARY *(eagerly)*: Yes, the boys *were* fine. Do you remember, Patience, it was to help keep the wolves from eating the dead fish we buried to make the corn grow, that they stood watch?

FAITH *(screaming shrilly)*: Wolves! Wolves! Oh, how awful!

(The others laugh at her terror, especially Mark and Peter, but just at this moment Peter looks out of the window, gives a frightened yell, and jumps back behind Mark.)

PETER: Wow! What's that terrible looking man out there in the street? He's all red and has feathers in his hair and looks as if he were going to knife some one.

MARK: Why, silly, that's an Indian! The very nicest Indian ever. That's Squanto, little Wahta Wa's uncle. He and Samoset and Hobomek and Massasoit are all our very good friends.

WAHTA WA *(speaking for the first time)*: Yes. Yes. He bring deer and duck to you papa first time to say "Welcome" to him!

PATIENCE: Yes, indeed, Faith. We couldn't have got along without the Indians. Little Wahta Wa here taught me how to sew these Indian moccasins I'm making for Father.

MARK: And her brothers taught us boys how to trap turkeys out in the woods. You know, we had never seen turkeys at all till we came to America. We never have had any real war with the Indians, because we always treated them square and because they were all afraid of Miles Standish.

FAITH: I'm so sorry we were silly, Wahta Wa, about the wolves and the Indians. I hope we can be friends and that you will teach us to do useful things, too.

WAHTA WA: Yes, yes! We be friends and I show you how make pop corn. You like that fine. Mark's eyes so big when he see pop corn first time! But look—there go big white chief Standish down street.

MARY: And Governor Bradford with him. See! They're telling something to John Billington and now he's running this way. He's coming to our house with some news.

MARK: You know, Peter, John used to be getting into trouble all the time. Once he ran away to the Indians and Captain Miles had a hard time getting them to give him up.

(John bursts excitedly into the room.)

JOHN: Hello, everybody! Guess what Governor Bradford and Miles Standish told me!

PATIENCE *(mischievously)*: Well, maybe that Priscilla Mullins is sorry after all that she married John Alden instead of Captain Miles.

MARY: Big chance of that! I guess that we're going to have a schoolhouse all of our own instead of hearing lessons in Dame Brewster's kitchen while we're paring potatoes and knitting!

MARK: I guess they were telling you that Elder Symon really kept on the tune last night at singing school and that Elde Allerton let out a big snore in place of Amen.

JOHN: Wrong, every one of you. We're going to have anothe Thanksgiving Day just like the first one, only not so big—b cause the corn didn't wilt after all, and because the ship *Ann* came in with all our old friends on board and provisions fo the whole winter!

FAITH: Ah, how splendid! Is it like the old harvest hom holidays that mother tells us used to happen back in Englan where we once came from?

MARY: Yes, a good deal, only more religious. Last time it wa great fun! It was plenty of hard work, too, because Massaso brought ninety Indians with him to the feast and games.

MARK: You ought to have seen the way they came in. A daubed up with paint 'cause they couldn't dress up special an other way, and running and jumping and yelling with all thei might to show how pleased they were! Like this!

(Mark goes bounding around the room whooping India fashion. He frightens Faith, whom Patience comforts.)

PATIENCE: For shame, Mark. What would Elder Brewste say?

MARK: Well they did. Didn't they, Wahta Wa? And *di* they eat turkey!

PATIENCE: How we children had to hustle gathering beech nuts for Priscilla to stuff those turkeys with and hunting be ries and clams and oysters. We served oyster stew on big shell instead of on plates.

MARK: I caught thousands of fish—well, maybe just twenty I tell you, Peter and Faith, we didn't like the stuff we had t eat at first. It wasn't English food, you know, but you ca learn to like anything if you're hard enough up, and it's sill to fuss about your food.

FAITH: Good boy. I hope Peter will be that way. You *di* have to work to feed all those Indians!

MARY: Yes, but it was lovely to see how much they enjoye it all. Some were terribly thin. They brought deer to us, to and oh, what a shout we made when Squanto poured out int a big basket the very first pop corn we'd ever seen. Just lik snow!

FAITH: That's what made it Thanks-giving, *I* think! You a tried to *give* so much happiness to others and to help them a the time.

PETER: And Mother says that Elder Brewster told her tha it's been Thanksgiving to all of you every single day since yo came here, just because you *did* have something to eat and house to live in and, best of all, good friends to help whe things went awfully wrong.

JOHN: Oh, we have fun once in a while. You remember, Pa tience, the night we all got the giggles in singing school, whe Elder Brown sang through his nose all the time?

PATIENCE: And those dollies we made out of corncobs ar fine, though we don't get much time to play with them.

WAHTA WA: And I know where all wildflowers hide, an take children there.

MARY: Well, *I* think the way Faith does. If you're health and good tempered and have lots of friends and know how t work and help keep things going when times are bad, and don' fuss because you can't play all the time, you *can* make Thanks giving last all year, even without turkey and lots of good thing to eat!

JOHN: Yes, that's right, but just you wait, Peter and Faith and you'll see how much fun we'll have this Thanksgiving, eve if we *don't* have so much to eat as we did last time. You see crops aren't very good even now.

PETER: I'm going to be thankful every day, just because I'm here and not in Holland. It's so exciting!

(A loud bang is heard at a distance. Faith screams agai and looks wildly around.)

PATIENCE: Don't be scared, Faith. It's just Miles Standish iring the sunset gun. He's going to review the soldiers.

MARK: Come on—all of us! Let's go see them and find out nore news about the Thanksgiving Day celebration.

ALL: Oh, do! Come on, Wahta Wa! Take Faith's hand. She night be scared of an Indian!

[CURTAIN]

Suggestions for Primary Grade Projects

Thanksgiving Day songs, drills, tableaux, and recitations are available in abundance for program use. Your county librarian, if notified n time, will gladly supply you with these, also with pictures, music, and phonograph records.]

1. For a number of days divide your class into two sections—Indians and Pilgrims—each with a name and a personality and each contributing information or suggesting some friendly contact from his section. For example: Hobomek teaches the Pilgrims how to plant corn, while Priscilla tells the Indian girls about her life in Holland and why she came to America. Competitive games—"Ruth and Jacob" turned into "Faith and Squanto"; the originating of riddles and conundrums; the making of miniature log cabin, versus tepee—help to keep up the zest of the game.
2. Booklets might include Colonial booklets of clippings, pictures from advertisements, or drawings illustrative of period, house furnishings, customs, costumes, etc.; Indian booklets of the same nature; a collection of Thanksgiving quotations and poems; a list, cumulative from day to day, of personal "thankfuls."
3. Moving pictures of Pilgrim scenes done on brown paper strips moving over rollers set in a carton "theater."
4. Pilgrim and Indian paper dolls, corn husk dolls, and dolls fashioned with pipe-cleaning wire as foundation. A marionette show on a very simple scale might grow out of this project.
5. A study of some of the famous Pilgrim pictures—Perry, Boughton, Halsell, Cope—might result in a frieze of Pilgrim scenes done by the pupils themselves.
6. A November harvest home calendar.
7. Decorated place cards and menu cards acompanied by appropriate sentiments for the home Thanksgiving dinner; also special cardboard napkin rings.
8. Window and blackboard decorations featuring turkeys, pumpkins, etc.
9. A Pilgrim kitchen, cigar box furniture, and construction paper accessories.
10. Sand box activities—the departure to England of the *Mayflower* instead of the usual "arrival."
11. The making of a Colonial sampler with wool on perforated cardboard, or on cloth.
12. A Pilgrim picnic featuring clam chowder, corn pones, pop corn, dried apple sauce.
13. Letters to go home in the *Mayflower*.
14. A Thanksgiving contribution to the needy of the neighborhood—a box of potatoes for example, each child contributing one or two.
15. Poems for recitation. [See former copies of THE WESTERN JOURNAL OF EDUCATION for other material.]

My "Thankful"

For Primary Grades

BY ALICE HAND

SUPPOSE somehow the years run back
And take me with them. Zip!
Why, here I am, a Pilgrim child
Upon the *Mayflower* ship!

And now we're landing on a rock;
Ooh, ooh, the woods are dark;
And that's an Indian hiding there;
A wolf is howling! hark!

Cold wind comes whistling through the cracks
In our log-cabin home;
To find wild berries, clams and nuts
We hungry children roam!

We work and work and say our prayers;
We have no time for play.
At last we raise a crop of corn
And make Thanksgiving Day!

Oh, Oh! I'm back! I *like* Today!
I'm glad to play again.
My "thankful" is I live in "Now,"
And not in Pilgrim "Then!"

The First Thanksgiving

[An acrostic for twelve children, each bearing a single letter placard.]

T—*Trust* in God by the brave Pilgrim band.
H—the safe *Haven* they seek on new land.
A—the *Agreement* they sign on its shore.
N—the dire *Need* that darkens their door.
K—for the *Kernels* of ripe yellow maize.
S —their good *Standish* who fights as he prays.
G—is their *Governor*, Bradford, so wise.
I —the kind *Indian* whose knowledge they prize.
V—is their *Village* with stockade and church.
I —their *Ideals* no evils can smirch.
N—the great *Nation* they dream shall arise.
G—is their *Gratitude* hymned to the skies.

—*Alice Hand.*

Partial List of Available Thanksgiving Day Material

I. Collections of prose, poetry, stories, etc., for use by teachers and pupils: "Highdays and Holidays," Adams and McCarrick; "Pieces for Every Day the Schools Celebrate," Deming and Bemis; "Recitations," Gaige; "Stories of the Old Bay State," E. S. Brooks; "On Plymouth Rock," S. A. Drake; "The Book of Holidays," McSpeddin; "Child Life in Colonial Days," Earle; "Holiday Selections," Sara Sigourney, Rice, Penn Publishing Company, price 40 cents, paper; "Harvest Time," Alice C. D. Riley, John Church Company, price 25 cents; "Literature in the Junior High School," Bolenius; "Letters From Colonial Children," Tappan; "A *Mayflower* Maid," Knipe and Knipe; "Pilgrim Stories," Humphrey; "The Story of the Pilgrims for Children," Usher; "Thanksgiving Celebration," Werner; recitations, dialogues, entertainments, songs, and pantomimes, price 60 cents; "Thanksgiving," Robert Haven Schauffler, Dodd, Mead & Co., price $2; "Thanksgiving Entertainments," Joseph Sindelar, A. Flanagan Company, 35 cents, paper.

II. Individual poems suitable for programs: "A Collection for Thanksgiving Day," Edwin Markham; "A California Thanksgiving," Harry Noyes Pratt; "The First Thanksgiving Day," Alice Brotherton; "Landing of the Pilgrims," Felicia Hemans; "Thankfulness and Faith," E. Whiting, *Woman's Home Companion*, vol. 52:4, November, 1926; "Thanksgiving," Phoebe Cary; "Thanksgiving Song," A. A. Wiley, *Ladies' Home Journal*, vol. 48:168, November, 1926; "Thanksgiving," Margaret E. Sangster; "Thanksgiving," V. A. Story, *Good Housekeeping*, vol. 87:24, November, 1928; "Thanksgiving Every Day," F. P. Keyes, *Delineator*, 117:9X, November, 1930; "When the Frost Is on the Pumpkin," James Whitcomb Riley; Selections from Whittier; Selections from Longfellow's "Courtship of Miles Standish"; other Thanksgiving poems may be found in back numbers of the WESTERN JOURNAL OF EDUCATION for October; the novel "Standish of Standish," by Jane G.

Austin, is an excellent source of Pilgrim background; plays, collections, and single productions; "Little American Historical Plays for Little Americans," Hubbard; "Harvest Festival," Mari Ruef Hofer, R. Clayton F. Summy Company, 75 cents (primary to eighth grade—includes dances and description of costumes); "The First Thanksgiving Dinner," Marjorie Benton Cook, Dramatic Publishing Company, price 25 cents (one-act play—seven boys and eight girls, twelve to fourteen years of age; plays thirty-five minutes); "In the Good Old Days," Nora Archibald Smith, in "Plays, Pantomime, and Tableaux," "The Thankful Heart," in "A Child's Book of Holiday Plays," Frances Gillespy Wickes (seven children, one adult), Macmillan Company, price 80 cents. Music suggestions: "Calendar Song," Forman G. Fisher & Bros, price 75 cents (contains three Thanksgiving songs "Holiday, Action, and Dialogue Songs" (volume 2 contain short program of drill, dialogue, and music; excellent f young children and especially suited for rural schools), M. W mark & Sons, price $1. School choruses published by E. Shermer Music Company: No 6737, "Hymn for America by L. Camiliera, Unison, price 6 cents; No. 6057, "Hymn Thanks," Edward Kremser, quartette, price 9 cents; N 5896, "If With All Your Heart," Mendelssohn, Unison, pri 8 cents; No. 6777, "Song of Allegiance," Arthur Nevi orchestra: A. D. 1620, Edward McDowell. Perry Pictures Co pany, Box 7, Malden, Mass., will supply suitable pictures price of one cent per copy. Send for catalog. See advertiseme below.

Suggested Material for Armistice Day Programs

BY ALICE HAND

AND GOD shall judge between the nations,
And arbitrate for many people;
He shall make their officers peace, and their rulers righteousness;
And they shall beat their swords into ploughshares,
And their spears into pruning hooks;
Nation shall not lift up sword against nation,
Neither shall they have war any more.

—*Scriptures.*

ANOTHER YEAR, another Armistice Day and the heart-shaking impact of the World War becoming gradually lighter for Americans who once had its lessons seared on their lives in letters of fire! A new generation of young people is celebrating Armistice Day in our schools—a generation which knows war only in terms of pageantry, thrill of bugles and drums, excitement of drilling and gun practice, stir of poems glorifying high sacrifice for a "cause" usually blurry as to outlines! A great educator has said that the real future of a nation lies in the hands of her grammar school teachers, men and women intrusted with a priceless opportunity for shaping the convictions of impressionable young minds. An unflinching exposition of the horrors of modern warfare with a clear direct presentation of its logical substitutes might go far toward making United States safe for peace and democracy when this generation grows up. An accent placed on the personal responsibility of each individual toward maintaining peace—the citizenry of a nation *is* that nation—would be invaluable here.

An Armistice Day celebration should strike two deep notes —remembrance and peace—a tribute to all those who sacrificed life, limb, or health in the World War, and a fervent appeal for the preservation of the permanent peace they felt that they were fighting to bring into being.

A suitable program could have for its high light (1) the solemn rite of laying at the base of an American flag, at half mast, a wreath for the Unknown Soldier, accompanied by the reading of one of the poems on that subject—here appended. One minute of profound silence should follow this ceremony; (2) the *teaching* that makes Armistice Day so important can be presented in such a playlet as the one included here, *i.e.*, an informal discussion of the situation among the pupils themselves —a handling of significant subject matter that "gets over" far more effectively than orations or set speeches; (3) excerpts from recent presidential addresses on various Armistice Days offer a suitable substitute; (4) music could include a peace song. Kipling's "Recessional," "America," the singing by a quartet of a few of the most appealing of the old war songs—such as "A Long, Long Trail," "Over There," "Tipperary," "Pack Up Your Troubles," etc.; (5) the presence of representative members of the A. E. F. with say, two five-minute speeches from among them, would lend your program dignity; (6) many short war poems stressing sacrifice, suffering, and peace appeal are available, such as "In Flanders Field," McCrae, and "America's Answer," Lillard.

WE PROMISE THE UNKNOWN SOLDIER

For Intermediate and Junior High

CHARACTERS: Ralph Spencer and his sister Mary; Helen and T Hill, their school friends.

SCENE: The Spencer living-room; couch, table, with a large ch on each side of it. Mary is seated in one of them sewing; Ralph, the other, is reading a *National Geographic Magazine.* A dictiona and other books on the table.

RALPH: Wow! I'm glad I belong to a *civilized* country. I certainly hate to be an African head-hunting savage. Wh when they go to war, the things they do would make your ha curl tighter than a permanent. Cut off their enemies' hea and gouge out their eyes and——

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MARY *(interrupting):* And leave them hanging half dead ross barb wire stretched to keep the enemy out and choke em with poison gas so that they cough the rest of the time ey live, and grind them to death in slimy mud with big tractor ings fixed up to kill instead of plough, and blow them to tiny ts with bombs and with cannon five miles off, and——

RALPH *(breaking in):* Hey! Put your brakes on, Mary! ow do you get that way! They haven't any barbed wire and actors and cannon in African jungles, Foolish!

MARY: Of course not. How silly of me. Those were the ways lks murdered each other in the great World War that we lped to win in Europe fourteen years ago!

RALPH: Whee, Mary, what have *you* been reading? Doesn't und a bit like Janice Meredith or the *American Girl Maga-ne.*

MARY: No, it doesn't, and I didn't read about it in a book her. It was yesterday down at Bert's news stand I heard all at. I was buying a *Post.* Bert seemed awfully jumpy. I ink his one eye was hurting. And then without anything to rt him off, he began telling me all those things I just told u. All of a sudden they began firing off some guns——

RALPH: Yes, I know—out where they're teaching the fellows be officers in the next war.

MARY: Poor Bert began to shake so he could scarcely keep s crutch under his arm, and his poor one eye began to twitch d——

(Excited entrance of Helen and Frank interrupts her.)

HELEN: Look here, you two, are you going to hole up here afternoon? Lovely out. We're going over to watch the ldiers drilling. Great! Just like a play. Flags flying, band ing it, bugles signaling, drums beating.

FRANK: Makes me feel just like a kid! *(Snatches up a cane r a gun and, leaping behind a chair, "fires" from his retreat.)* ese are the trenches. Bang, bang! You're dead, Ralph. *omes out and marches up and down, cane shouldered.)* Come , I'm drilling you, Sis! Obey orders. Present Arms! I do at. Fall in! That's your job. *(He opens his arms to her.)*

HELEN *(pushes him away, laughing):* Not I, Bud. I'd rather ll your hair!

FRANK: Now isn't that a sister for you. The other girls n't feel that way about it. Don't you think I'd make a hand-me soldier, Mary?

MARY *(slowly and thoughtfully):* You might pass in a crowd you are now, Frank. But after you came home from war th a black patch over an eye shot out, and a trouser leg nned up over a leg that's gone, and your nerves all——

FRANK *(interrupting, crestfallen and upset):* Well of all êpe hangers.

RALPH: She's been learning about war from Bert Mann. u know, I'd forgotten that he got smashed up like that in an roplane battle over in France during the big war. Why, he s a Distinguished Service Medal for bravery in action!

HELEN: Poor Bert! I guess medals don't help much when comes to living all his life with a black eye-patch and a crutch r a leg! But it's not as bad as some of them. *Both* eyes gone stone blind. Father said Bert planned to come home from the r and fly for Uncle Sam in the mail, or forest ranger service, t——

FRANK: Glory, that's hard luck all right. Why, that's what want to do some day! Say, you know, it made me feel sort of eer last week when I ran across some war figures in a book. cluding all the countries mixed up in it, there were seventy illion men listed to leave their jobs to go fighting, ten million lled, and thirty million wounded or crippled like Bert. Listens etty rank, doesn't it?

RALPH: I'll tell the world it does! Seventy million men lled out by their governments for a killing job! Two million them Americans that were actually landed on the battle lds of Europe to kill, or to get crippled, or to shoot and be ot at by flesh and blood men exactly like themselves—only on the other side of the barb wire—men who thought *their* governments were as right as we thought ours was.

MARY: It's almost exactly like real murder, Frank, and you know how all of us would feel if you or Ralph should go out and murder a man simply because some one you admired told you to.

RALPH: And that's not the worst, either. Thousands of little children and women and old people over there, who weren't fighters at all, starved, or killed, or driven out of their homes; beautiful old cathedrals and museums and fine old towns pounded to pieces by bombs and cannon; whole nations with their factories ruined, their trade dead as a door nail and their money all spent.

HELEN: Just because a lot of people exactly like you and me weren't smart enough to insist that their governments settle the big threat without war and killing!

MARY: What an ugly, blunt, hateful word *war* is! I hate the sound of it. And what a lovely, quiet, *safe* word *peace* is!

RALPH *(he has been turning the leaves of the dictionary on the table):* Plenty of substitutes for fighting in this old book. How about these two? *Compromise and arbitration. Compromise*—a settlement of differences through a mutual yielding in the matter of disputed points.

FRANK: Fine! Each fellow giving up about 50 per cent of what he's been hanging out for so that everything can be smoothed over without fighting. That's what mother makes Helen and me do every day of our lives. Nothing new there.

RALPH: And here's *arbitration*—the hearing and deciding of a quarrel between contending parties by persons chosen by the two contenders.

FRANK: Right at home again! Mother and Dad arbitrating between Helen and me as to who should drive the car or water the lawn. But honest, it looks to me as if that's the only decent way for nations to settle their troubles. (Turn to page 8)

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MARY *(indignantly)*: Well, it's just too bad that United States couldn't have arbitrated the European War instead of having to help settle it in that hideous, savage, uncivilized fighting way. Just think what a huge sigh of relief and happiness must have gone up from all over the world, especially from the wives and mothers, when armistice was finally declared.

RALPH *(still hunting through the dictionary)*: *Armistice*—a temporary letting up of hostilities by mutual agreement of the fighting parties. They can go back to the row if they can't patch things up in a given time.

HELEN: Oh bother definitions, little bookworm! The dictionary makes nice afternoon reading for some folks, except that it changes the subject too often. An armistice usually ends in a permanent, lasting peace treaty being signed. That's the way it was the last time we went to war. Three elevens in the date. The World War ended at eleven o'clock, Monday morning, on the eleventh day of November, the eleventh month of the year, 1918; and the treaty of peace was actually signed June 28, 1919.

FRANK: Hurrah for our little scholar, Helen! Don't tell *me* that girls can't learn things as quickly as we smart boys can. You'll be President of United States yet.

MARY: Before *you* will, anyhow Mr. Know-it-all. And if I should be, I'll try to be as fine and big-minded as President Woodrow Wilson was. He was determined to get his fourteen wise, splendid points into the Peace Treaty and to start the League of Nations and World Court idea. He was bound that another terrible war shouldn't get started if *campromise* and *arbitration* at Geneva could prevent it!

RALPH: Well, doesn't sound much like a world at peace over there at the reserve officers training camp. Wish we could cut it out this minute—guns and cannon and drilling and hurrah stuff! Makes naturally peppy folks have prickles all up and down their spines. Gets them to thinking that it's grand and patriotic to fight and kill for their country.

HELEN: Help, help! I surrender, Ralph. I'm ashamed of wanting to go over to see them drill this afternoon. Tell you what I'll do—I'll get after my baby brother Stevie. He wants to play soldier and "Kill 'em" all the time. I'll tell him what's what about this war business while he's young enough to get started right.

RALPH: Good girl, Helen. Mother says that the wisest thing the nations can possibly do is to get children in the kindergartens started to being ashamed of war and killing. She says "stop teaching them what a glorious thing it is to die for their flag and get them to realizing how much harder, but more glorious, it is to *live right* for their country."

MARY: Yes, and Dad says "the citizens of a country *are* that country." If every single American would try his best to *live* unselfishly and truthfully and sensibly and at peace with his neighbor, before long United States would be admired and respected all over the world. She simply couldn't get into trouble that would mean war and killing, and she could help other countries to keep out of it.

RALPH: Here, here, a regular orator. But she's right, no fooling! Armistice Day is here now and you know what that means—*Remembering* with a capital R—remembering all that our soldiers went through over there!

HELEN: Yes, I know; it's the day when we decorate with a very special wreath our monument to the Unknown Soldier who stands for all the dead over in France who have no marked graves, and all the living who fought over here whom we can't call by name.

MARY: And if we haven't a monument in our town, we lay a wreath at the base of our flag. That's to show that we remember everything, and appreciate everything they suffered. Then exactly at noon every one in United States and Great Britain keeps perfectly still for one minute and thinks hard along with everyone else—"God bless and thank all the splendid young men who died and were wounded or crippled because they thought that the world could be made more lastingly peaceful and democratic if they did so!"

RALPH: I expect poor old Bert Mann will like that one mi ute better than all the gun-firing over at the training camp he and the thousands and thousands that went over seas wi him. We owe it to them never, never to let a war happen United States again.

FRANK *(he has been sitting at the table scribbling away at sheet of paper during the last few speeches)*: That's a swell id about living for your flag instead of dying for it. Why couldn we four get up a special peace pledge to use along with the oth flag pledge. I've been tinkering away at it while you all we spouting oratory:

My country's citizens make my country. To the best of my abili I promise to *live* for my flag so unselfishly and so honestly that United States shall forever grow in strength and security and forev dwell at peace with her neighbors.

MARY: Oh, Frank, that couldn't be better! I'm proud you. Maybe we could use it at school. Wonder how it would with more than one saying it. Come on, let's try it in chor Here, read over his shoulder. Now! *(They say the new pledge unison and the curtain falls.)*

I'll Live for My Country

For Primary Grades

[Dialogue for a boy and a girl. Peter rushes onto stage calling Betty, who enters immediately.]

PETER: Oh Betty, come out, they're marching by!
Oh how I love the flags that fly
In the wind and sun—come, let's run;
They're blowing the bugle, and hear that drum!
I wish *I* could fight; come, Betty, come.

BETTY: No, Peter, I won't; I'm going to stay
With poor Uncle Will—he's bad today.
His leg you know—it hurts him so,
Where guns shot off his foot in the war.
He doesn't *like* bugles and drums any more!

PETER: Oh Betty, I'm sorry! But hear them shout!
They're going to pretend a battle! they'll scout,
And charge, and fight, till it's dark tonight.
We'll hear the guns go banging away,
It's grand to die for your country—Hurrah!

BETTY: No, Peter—it's wrong! She's crying in there—
Mother—she says we never could bear
To lose dear Dad. *She's* always sad
When she hears them shoot the guns that kill
Or cripple and hurt—poor, poor Uncle Will!

PETER: Oh, Betty, I must have forgot! You're right.
It's wicked and wrong for countries to fight!
If they can't agree, it seems to *me*,
They should each give up enough, *I* say,
To settle their trouble a peaceful way!

BETTY: Oh, Peter, you're grand! We don't have to *die*
To help our dear country! Let's say, you and I:
"For United States, we and our mates,
Will *live* so wise, unselfish, and true,
She'll dwell in peace—and her neighbors, too!"

Poems to the Unknown Soldiers

HE IS the young of America, taken untimely;
Symbol of countless thousands who perished young;
Sinew and bone of a nation, crushed in the making;
The poet, his song half sung.
You who dwell in a liberty bought by his passing,
It is your son; your brother is buried here.
Pause for a moment, forgetting the day's occupation,
Offer a prayer—a tear! —*Vilda Owen*

HERE UNDER sacred ground, the Unknown lies:
Dim armies gather 'round his sacrifice;
Kings, princes, presidents, attest his worth:
The generals bow before his starry earth;
In the world's heart inscribed his love, his fame—
He leads the captains with his unknown name!
—*Harry Kem*

Regarding the One Minute of Silence on Armistice Day

SMALL HELP from this deep silence can we win;
One voiceless minute in a year of din:
Sham peace invaded by the noise anew
Of martial pomps and armies in review!
What charm to quell war's madness must be sought?
Brief spell of Silence? Nay! long spell of Thought!

—*Henry S. Salt.*

Some Sources for Armistice Day Material

'HY AMERICA Made War," Woodrow Wilson's War Mes-e to Congress, April, 1917, also his address to Congress on vember 11, 1918—*Survey* V 41:186, November 16, 1918. dress of President Coolidge at the observance of the tenth iversary of the Armistice under the auspices of the Ameri- Legion at Washington, D. C., November 11, 1928—U. S. vernment Print. Address of President Hoover at the cere-nies in the eleventh anniversary of Armistice Day under the pices of the American Legion—U. S. Government Print. ow Victory Was Celebrated Throughout the World"—ependent, *V.* 96:256, November 23, 1918. "All the Central vers Sign Armistices," *Literary Digest* History of the War: . 6:215–60. "Lest We Forget," a full afternoon or eve-g's entertainment. Also suggestions for varied or shorter ertainments. Dramatic Publishing Company. Price 35 ts. "Lest We Forget," a program by Elizabeth B. Grum-.. Community Service, 315 Fourth Avenue, New York. Price cents. Volumes of selected verse containing excellent pro-m material: "The Red Harvest," by Burns. Macmillan Com-y, 1930; "Recitations Old and New," by Grace Gaige. D. Appleton & Co., 1922; "High Days and Holidays," by Adams and McCarrick, Dutton & Co., 1927; "Special Day Pageants for Little People," by Kennedy and Bemis; Barnes & Co. "Selected Poems for Armistice Day," by C. B. McAllister; "Poems of War and Peace," by S. A. Leonard.

For additional poems or material ask your librarian for WESTERN JOURNAL OF EDUCATION, October, 1923.

A WELL-KNOWN EDUCATOR RETIRES

F. A. WAGNER, who has had an honorable and successful record for forty-four years as teacher, principal, and superintendent in the public schools, has retired. Mr. Wagner is in such good health and has had such rich experience as a teacher that his retirement is to be regretted. In his case, experience has added both practical wisdom and knowledge. Mr. Wagner graduated from Wooster University in 1887. From 1887 to 1889 he was principal of Butler Academy, Butler, Mo.; 1889–1892, chair of chemistry and biology and institute lecturer, Hastings College, Hastings, Neb.; 1892–1894, Superintendent of Schools, Jamestown, N. D., and institute lecturer. From 1895 to 1902, Redlands Grammar School, Redlands, Cal.; 1902–1903, City Superintendent of Pomona; 1903–1906, State Normal School, San Francisco; 1906–1921, principal, Ventura High School, and member of Ventura County Board; 1921–1932, Mission High School, San Francisco.

Mr. Wagner will be granted a retirement salary both by the State of California and the City of San Francisco. He will continue to devote himself to educational work, and his leadership and example as an educator, citizen, and friend will continue to influence the young people of this generation.

JOTTINGS OF A TRAVELING BOOKMAN

e 1932 Annual Convention of the County, City, and District Superintendents of Schools and Annual Conference of Rural Supervisors of California, October 10, 11, 12, at the Hotel Fairmont, San Francisco

BY W. M. CULP

E FALL of 1932 is going down into history as the most peril-period that ever affected public education in California. For past year there has been an increasing attack upon public cation from the cost viewpoint. This attack has to a great ent demoralized the schoolmen of the state. The one thing t the 1932 California educational convention has done has n to demonstrate that the state has a fighting superintendent Vierling Kersey, Superintendent of Public Instruction, and ghting corps of assistants. It has demonstrated that the Cali-nia Teachers' Association has a corps of leaders that are ermined that the interests of the children of the citizens of state shall not be jeopardized by unfair attacks upon the cational program. This convention has put the school people fighting mood. It has given backbone and stamina to the ole group. It has brought forceably to the minds of all in endance the mass of pertinent arguments for the defense of lic education.

'rom Superintendent Kersey down to the last superintendent re is no opposition to economies, to reorganization plans t have been placed in operation this past year; but there is ermined opposition to the false propaganda that schoolmen e not coöperated in the present crisis; and that consequently re shall be still further drastic cuts, when the present budgets already pruned so as to offer bare educational necessities. 'he question confronting the state is whether the children of the people are to be given a fair chance at achieving an edu-on or whether the temper of the people has so changed that former program of a full and broad educational program o be curtailed. It is the belief of the school people of the e that the citizens are still in favor of public education ad-istered with true economy, but not by mutilated programs. y are going back to their positions with the idea of fighting the rights that they believe belong to the school children, at the present time are being considered least in the attacks upon those administering the schools. As the schools, so the nation, and it is the determination of the educators of California that chaos is not to be the result, if they can prevent it.

Superintendent Vierling Kersey had for his convention theme "Social Demands of Contemporary Life." This program had four major objectives: (1) Characteristics of a new educational program to accomplish the "social demands of contemporary life." (2) Presentation of a plan of educational organization and a plan of public relations activities to accomplish the new educational program. (3) Consideration of problems of legislation and finance involved. (4) Discussion and deliberations concerning the problems of the profession involving cohesion and unity, ethics and standards, restoration of public confidence, and support.

Various phases of these objectives were discussed for three days by the city, county, and district superintendents and rural supervisors in eleven meetings, three general sessions, seven luncheons, and five banquets. San Francisco proved a most charming host. The sunshine that has been lacking in Southern California was present upon Nob Hill. The bay shone and glistened with its blue waters and the passing to and fro of ferry-boats and ships. At night the moon was full and the sky was clear, and the lights upon the seven times seven hills of San Francisco gleamed in white and red and blue. The restaurants that are famed the world over gave of their gustatorial delicacies. Music by orchestra, band, choral, and solo gave to the visitors the feeling that San Francisco still continues the foremost patron of the West in the arts. The committee on general arrangements were highly praised for their plans for the reception and entertainment of the visiting educators. Daniel C. Murphy, member of the State Board of Education, was honorary chairman of the committee, and John Marr Gwinn, superintendent of the San Francisco city schools, was executive chairman.

Education is still a question of personality; and was never so much demonstrated as at this meeting. Vierling Kersey, Superintendent of Public Instruction of California, showed that during the past few years he has acquired a grasp of the California school situation and a sureness of vision that means much for the continuance of a forward program in California. Mr. Kersey dominated the convention with his forcefulness, and the expressions on the lobby floor were that his aggressive attitude for what he thought were the rights of childhood in California was a proper procedure.

Miss Helen Heffernan, chief of the Division of Elementary Education and Rural Schools of California, was the center from which the vitalizing force of the elementary program and rural education program flowed. Miss Heffernan, during her work in the state department, has built up a strong, compact body of rural supervisors, who work in unison for the educational interests of the children under their direction. Miss Heffernan was one of the busiest women of the convention. She spoke at a county superintendents' and rural supervisors' section upon "The Interpretation of the Education Program to the Public." She was the presiding officer at the Pi Lambda Theta luncheon, at which the speakers were Kathleen Norris and Theresa Meikle, judge of the San Francisco Municipal Court. At the supervisors' banquet, Miss Heffernan delivered an address upon "Rural Education in Mexico," which was the outstanding oration of the convention.

At the first County Superintendents' Association meeting, David E. Martin of Alameda County was chairman. The topic was "The County Superintendent." Robert L. Bird, Superintendent of San Luis Obispo County, discussed that question in relationship to standardization of supplies and purchasing. James G. Force of Monterey County continued the discussion in relationship to budget hearings and problems of finance. C. S. Weaver of Merced County had for his part "The County Superintendent" in relationship to the problems of finance and transportation and the question of finance. John R. Williams, Superintendent of San Joaquin County, spoke on "The Problems of Coöperation with City Superintendents and Principals." Miss Pansy J. Abbott, Superintendent of San Mateo County Schools, discussed relationship to legislative proposals.

In the city superintendents' section devoted to the subject "City Schools and Favorable Community Attitudes," much pertinent materials were presented for securing proper public support. Curtis E. Warren, Superintendent of the Burbank Schools, spoke upon "Things We Must Be Brave Enough to Do." William G. Paden, Superintendent of Alameda City Schools, discussed "The Public and Its True Attitude Toward the Schools." Lawrence E. Chenoweth, Superintendent Bakersfield City Schools, closed the discussion upon "Making Every School–Home Relationship Count."

At the meeting of the district superintendents, the topic "Reconstruction of the Public School Program to Meet the Social Demands of Contemporary Life" was one of the liveliest of the week. Homer Martin, district superintendent of schools, San Mateo, was chairman. The fact that C. L. Geer, district superintendent of schools of Coalinga, was on the program made for a free discussion. Of all the men in California, Mr. Geer has the faculty of making more fur fly than anyone else we know. Then, with T. S. MacQuiddy, district superintendent of the Watsonville schools; Melrowe Martin, district superintendent of the Salinas schools; John H. Napier, district superintendent of the Emeryville schools; E. L. Van Dellen, district superintendent of the Ventura schools, and many others taking part in the discussion, the subject was given a thorough going over.

Mrs. Lorraine M. Sherer, director of curriculum, Los Angeles County schools, was present one day to present a paper upon "The Curriculum Development in Los Angeles County." Mrs. Sherer, in her work in Los Angeles County, is producing results in the Los Angeles County course of study monographs that are receiving widespread commendation throughout the country.

Mrs. Gladys L. Potter, Assistant Director of Rural Education for the State of California, has proven to be one of the most popular members of the State Board of Education department. Mrs. Potter this year was president of the C fornia Rural Supervisors' Association.

"Santa Barbara County Builds a New Course of Study" the subject of an address by Mrs. Tene Cameron, director Curriculum, Santa Barbara County schools, at a meeting o rural supervisors' section.

At the teacher training luncheon, H. S. Upjohn, Superint dent of the Long Beach schools, talked upon "An Estimate the Progressive Educational Movement in England." Upjohn in his breadth of educational knowledge is one of most noted men in California. His comments upon educatio affairs in lobby conferences are very much to the point.

Mrs. Estelle C. Close, general supervisor of the Sono County schools, was chairman of the general supervis luncheon.

At the first general session, C. L. McLane, President of State Board of Education, presided. Joseph Marr Gwi Superintendent of the San Francisco schools, spoke the "W of Welcome." In his genial way, Mr. Gwinn gave a very ha beginning to the first general session of the week. Superint dent Kersey, in the speech of the afternoon, had as his to "Educational Demands of Contemporary Life." In a pa well thought out, Superintendent Kersey outlined the edu tional demands of the hour and his suggestions for meet them.

Frank A. Bouelle, Superintendent of the Los Angeles C Schools, presided at the University of Southern California b quet. Superintendent Bouelle, at a superintendents' meeti gave a very comprehensive view of what the Los Angeles C Board of Education has so far accomplished in reorganizat of the Los Angeles school system as a means of meeting present economic crisis.

Forrest V. Routt, Superintendent of the Alhambra C Schools, was the *modus vivendi* of the University of Califor banquet. His enthusiasm put punch in the glamor of evening.

C. C. Hughes, Superintendent of Sacramento City Scho was chairman of the city superintendents' section, where topic "Planning a Program for the Future of Public Edu tion" was discussed. "Facing the Issue With Construct Proposals—A Symposium From Experiences" had the lowing outstanding educators upon the program: Walte Bachrodt, Superintendent San Jose City Schools; J. A. Sex Superintendent Pasadena City Schools; Ira C. Landis, Su intendent Riverside City Schools; C. Ray Holbrook, Supe tendent Santa Cruz City Schools; Forrest V. Routt, Superin dent Alhambra City Schools; H. W. Jones, Superintend Piedmont City Schools; O. S. Hubbard, Superintendent Fre City Schools; Walter T. Helms, Superintendent Richm City Schools.

In a meeting of the district superintendents devoted to a cussion of the topic "Reconstruction of Public Schools gram to Meet the Social Demands of Contemporary Li Nicholas Ricciardi, chief, division of Secondary Educat State Department of Education, and C. L. Geer, district su intendent, Coalinga Schools, opened the discussion. J. Wa Ayer, district superintendent of schools, Monrovia; Georg Bush, district superintendent of schools, South Pasadena; Good, district superintendent of schools, Fort Bragg, and Ve Hall, district superintendent of schools, Sunnyvale, were am those who contributed to further discussion of the topic.

"Reconstruction of the Elementary School Program" the topic opened at the same meeting by Miss Helen Heffer chief, Division of Elementary Education and Rural Sch The following selected panel discussed the same subject: C Baldwin, District Superintendent of Schools, Hunting Beach; Arnold Bowhay, District Superintendent of Sch Santa Maria; Margaret T. Pyle, District Superintenden Schools, Temple City; E. V. Cain, District Superintenden Schools, Gridley; George M. Green, District Superinten of Schools, Inglewood; John Gill, District Superintenden Schools, Redwood City; W. T. Van Voris, District Supe tendent of Schools, Martinez; Glen D. Wight, District Su intendent of Schools, Corona.

Percy R. Davis, Superintendent of Santa Monica City Schools, was much complimented upon his presentation of his subject, "Unification of Management Responsibilities of the City and County Superintendent."

Herbert L. Healy, Superintendent of the Kern County Schools, discussed "Improvements and Reductions in Reports, Records, and Accounting" at the meeting of the city and county superintendents that had for their theme "Integrating the Responsibilities of Superintendence."

Fred W. Clooney, general supervisor San Bernardino County Schools, discussed "Contacts Between School and Community" in a rural supervisors' section devoted to the topic "How a Supervisor Guides the Educational Program to Meet the Demands of Contemporary Life."

Roy W. Cloud, secretary of the California Teachers' Association, was introduced as the soft-spoken Ulysses of California. In the coming session of the State Legislature, it was advocated that Mr. Cloud be not hindered by a large group of teacher lobbyists.

Walter L. Bachrodt, Superintendent of the San Jose City Schools, at the business meeting of the Association of Public School Superintendents, in his report of the legislative committee, advised that this was no time to advocate major changes in the state school laws. His plea was to guard the walls already erected.

Frank A. Henderson, Superintendent of the Santa Ana City Schools, was the center of many lobby discussions. Mr. Henderson is considered one of the sanest and steadiest of California school educators.

The week of October 10 was a notable one for C. A. Marcy, District Superintendent of the Manhattan Beach Schools. During that week two of his books, part of the Western Nature Science Series, published by the Harr Wagner Publishing Company, were delivered from the bindery. The first book was "The Indians' Garden" of third grade level, and the second book was "The Padres' Garden," a fourth grade book. These two titles are numbered among the most attractive titles of the Harr Wagner publications. Other books of this series are "The Pioneers' Pathway," for fifth grade, by Mae Johnson Irwin, and "Trails To-Day," for sixth grade, by Walling Irwin.

Among the many lobby superintendent groups that solved problems of the day were those consisting of the following in Los Angeles County: Frank Moore Wright, El Monte; Samuel H. Thompson, Whittier; D. S. Presnall, Bellflower; Charles David Jones, Hermosa Beach; Mark R. Jacobs, Monterey; Homer F. Aker, Arcadia.

San Diego County district superintendents were out in full force and consisted of the following: Leonard O. Barry, Cajon Valley Union School; Fred A. Boyer, Coronado; Benjamin H. Gibbon, National City; J. Calvin Lauderbach, Chula Vista; Jack R. Tenney, Oceanside; Jalmar W. Lawson, Escondido.

The absence of A. R. Clifton, Superintendent of Los Angeles County Schools, was most conspicuous. Mr. Clifton was seriously ill and was awaiting a serious operation. The wishes of the convention were for his speedy recovery.

H. C. Carpenter, district superintendent of the Azusa City Schools, was another Southern California school man whose absence was missed.

H. B. Collins, Superintendent of the Imperial County Schools; B. M. Gruwell, Superintendent of the El Centro Schools; George R. McIntire, Superintendent of the Brawley Schools; D. P. Choisser, Superintendent of the Calexico Schools, and A. P. Shibley, Superintendent of the Holtville Schools, were those that traveled farthest to reach the convention.

F. L. Thurston, secretary of the California Teachers Association, Southern Section, was in full fighting mood in presenting the reasons why educators should support Amendment Number 9 at the November 8 election. His force and reasoning sent his hearers home with determination to make a strenuous effort for the passage of the amendment.

L. W. Ray, District Superintendent of the Sausalito Schools, gave to the convention his viewpoint that educators should take more heed to the thoughts of the common people in regard to what they thought of their schools and of what should be taught in them. Mr. Ray for years has maintained that the elementary school systems of California are the least supported by public monies of all the units of education in the state and that more money should be given to the elementary schools, where most of the children are.

Miss Ada York, Superintendent of the San Diego County Schools, member of the California State Curriculum Commission, and secretary of the Association of California Public School Superintendents, was one of the busiest educators at the session. As a speaker, Miss York is noted for the cleverness and worthwhileness of her addresses.

Mrs. Portia F. Moss, Superintendent of the Placer County Schools, is credited with the statement of how best to win the support of the public. She says to teach the boys and girls of the state to read and write in such manner that the parents can see the results, and support of the public school system will follow.

Mrs. Blanche T. Reynolds, Superintendent of the Ventura County Schools, in her remarks upon rural supervision, was complimented as making one of the best talks of the convention.

DOCTOR WINSHIP PAYS TRIBUTE

ARTHUR S. GIST, the author of "Clarifying the Teacher's Problems," Charles Scribner's Sons, publishers, has had an exceptional opportunity to write forcefully, skilfully, and attractively to teachers in service as well as to students of the science of education and the art of teaching.

Few men have had as varied and cumulative experiences as has Doctor Gist, whom we first knew as an intensive disciple of Homer H. Seerley at Cedar Falls, Iowa. Then at Seattle he gained a national reputation as an elementary school leader and as editor of the literature of the organization of those principals.

Later in the State Teachers College of San Francisco he created an entirely new standard for training schools, and became the president of the State Teachers College of Arcata.

Out of his various experiences Arthur Gist has produced a book of details with the thrill of a discoverer of the needs of teachers.—*From Journal of Education, Boston, Mass., September 19, 1932.*

DOCTOR ELMER ELLSWORTH BROWN, seventy-one, has completed more than a half century of service as an educator, the last twenty-one years of which he has been chancellor of New York University. He has announced that he will retire as soon as the university council is able to name his successor. Doctor Brown, commenting upon the changing trends of education as he has seen them, declared that "fifty years ago there was a very strong tendency for young American university men to go abroad in order to further their education. Now they can do as well at home in graduate work or in specialized fields."—*From Journal of Education, Boston, Mass.*

Doctor E. E. Brown is well known to many of our readers who were active in the early nineties. He was the first real curriculum maker for California schools. He created the department of education in the nineties and has always been a progressive in educational matters.

The Western Journal of Education

HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

OFFICIAL DEPARTMENT—Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

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LIBRARY NEWS

By MAY DEXTER HENSHALL
County Library Organizer, State Library

The Library Helps to Celebrate

By ALICE ORCUTT MUELLER
Publicity Chairman, Woodrow Wilson Junior High School, Oakland

THE WORKSHOP adjoining the library at the Woodrow Wilson Junior High School in Oakland, Cal., holds magic within its walls! Here are books, intriguing books, the blues and greens, reds and yellows, of their covers beckoning one to lands of adventure and tales of great deeds!

And here are real people, girls and boys, lovers of those books, wrapped in the serious business of pasting pockets, shellacking covers, preparing the new additions to the library for distribution. Here's Martha, with her paste pot and brush, perched on a stool, and Stanley, shining up the covers of the new copy of the old favorite, "Robinson Crusoe." Martha and Stanley and Adeline are members of the Library Club of Woodrow Wilson Junior High School—that group of children always on hand to check out your book, to remind you with the pink slip that your book is overdue, and to help you out of difficulties of many sorts.

Librarian and guiding spirit of this busy group, Miss Lulu Shelton arranged stalks of lovely geraniums in a copper bowl as she answered my inquiries regarding the Washington bicentennial exhibit, which set the whole school agog and attracted great numbers of visitors as well.

"Our Washington exhibit started with the bicentennial pageant which was given by our students during February of last year, and in which several hundred children had a part," said Miss Shelton. "Mrs. Olive McCall, author and producer of the play, came to us for pictures illustrating various phases of Washington's career, for these were to be used in quartets, drills, pantomimes, and period dances. Colonial dames must be dressed authentically, the Minute Man must have the right turn to his hat brim, and Washington, the boy surveyor in the wilderness, must wear suitable garb."

So Martha, Stanley, and Adeline inaugurated a search for Washington pictures from every available source. The regular picture files yielded their treasures. Dusty, discarded history texts, old magazines, circulars, and calendars came down from shelves in the stockroom and made their contributions to the exhibit.

"We looked through a lot of books for Washington pictures," said Stanley. "Our quest helped us to know George Washington better."

"He'd always been just a character in a book to me, and now he's a real person," ventured Adeline.

And then Miss Shelton went on to explain just how she and her staff of assistants mounted these pictures and prepared the bulletin boards and mats for the library's contribution to the honor and memory of the Father of His Country. From the *National Geographic*, January, 1931, issue, Miss Shelton obtained the map of Washington's travels. Brightly colored tapes were used to connect the map locations with the mounted pictures illustrating the scenes of his visits. Students came to think of Washington as a great traveler, alive to the problems of his beloved America, from the tidelands of Virginia, south to the Carolinas, north to Boston, and west to the remote points in Ohio. Here Washington presented a gallant figure on his splendid horse; again he was portrayed gracefully emerging from a stage coach. Washington was real to those groups of boys and girls. And what better method could an educator wish for teaching means of communication in colonial days?

In addition to the travel exhibit, other bulletin boards displayed groups of scenes from Washington's home life. At his last birthday party he gracefully received his guests; again he took sad farewell of his mother; here he was seen greeting the faithful slaves after a long absence from Mount Vernon.

Nor was Washington's public life neglected. Scenes from Indian wars, life as a woodsman, the Yorktown surrender, the prayer at Valley Forge, inaugurations, the triumphal journey to New York, all attracted students and visitors.

An especially fascinating display consisted of views of Washington's dream city, the Washington of today. Here Miss Shelton and her helpers included the beautiful cathedral at Valley Forge, the Washington monument, the national capitol building, and the White House. Pictures of the Congressional Library had an especial appeal, because the club uses the congressional catalogue cards in its work. Here was created a live interest, one in which students became searchers, finders, and makers of a piece of work which was enjoyed by hundreds of people and which served the school tremendously.

A bibliography of material upon the subject of Washington and his times was compiled and given to each teacher of English and social studies throughout the school. Poems, plays, stories, magazine articles, were listed, and exact pages for each subject noted. "Episodes in the Life of George Washington," by A. J. Cloud and Vierling Kersey, new at the time, found its place in the list as did another brand new book, "George Washington," by Thora Thorsmark. There was Muzzey's "Readings in American History," Hart's "Camps and Firesides of the Revolution," Fiske's and Irving's "Washington and His Country," Lamkin's "Good Times for All Times," Olcott's "Good Stories for Great Birthdays," and Meckel's "Weekly Stamp News," containing the article "Bicentennial Stamps." Such an abundance of material, and all to be found on our own library shelves!

"We had much the same reaction to this effort of the Library Club as I had when I visited Mount Vernon," continued Miss Shelton. "George Washington, the gentleman, the patriot, the first great American, had become a living figure to all of us."

And so, the Library Club and Miss Shelton, with brush and paste pot in the library and in the little workshop, had performed a real service for the children of Woodrow Wilson High School and had paid fitting tribute to George Washington in his own bicentennial year.

New Library Dedicated at University of Southern California

AT THE DEDICATORY EXERCISES formally opening the Edward L. Doheny, Jr., Memorial Library at the University of Southern California, California librarians took a prominent part on the afternoon program. In the morning, Harry Miller Lydenberg, president of the American Library Association, made the dedicatory address on "The Library as an Instrument of Education and Research." The afternoon was devoted to a conference of librarians and representatives of colleges, universities, and learned societies, the program taking form of a symposium on the functions of library. The chairman, Frank C. Touton, president of the university, called for gr ings from Mr. Lydenberg, representing American Library Association, and from I tor George Winfield Scott, president of Beta Kappa alumni in Southern Califor Doctor Scott represented national schola honor societies. Following these two gr ings, librarians representing various ty of library work gave five minute talks sh ing the functions of the different kinds libraries. Everett R. Perry, librarian of Los Angeles City Library, had as his sub "The Library as the Center of the Cult Life of the Community." Helen Vogle county librarian of Los Angeles County speaking on "The Contribution of the Co Library to the Community," traced very bri the history of county library developm Mahel Gillis, State Librarian, speaking "The Library and the Commonwealth," t to show the present status of libraries in state today. Jasmine Britton, supervisin brarian of the Los Angeles city schools, s on "The Library and the Public Schools," showed their interrelation. Willis H. K director of Claremont Colleges Library, greetings from John B. Kaiser, the presi of the California Library Association, then gave some interesting sidelights glea from his recent trip to England. His talk entitled "Inside Some British Libraries." than van Patten, director of libraries, S ford University, and Harold L. Leupp, li rian of the University of California, discu the question of departmental libraries in university. The program ended with a by Charlotte M. Brown, librarian of the l versity of Southern California, who told s of the distinctive features of the new mem library.

The afternoon program seemed very worth while, as it brought together represe tives of various groups who were glad to the work being done by the library in its ramifications.

All guests present were extremely intere in seeing the features of the new library b ing which appealed to the librarians prese being efficiently planned for the work it to do. The building and its furnishings sho a high regard for both beauty and useful

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THE ADMINISTRATION OF AMERICAN ED TION, by Frank Pierrepont Graves, com sioner of education and president of University of the State of New York. lished by Macmillan, New York City, 1932.

This book deals principally with the sonnel of a modern American school. It lows a psychological rather than logical dealing first with pupils, then teachers, ad istrators, and ending with divisions of ad istrative organizations. The author sho thorough understanding of the latest rese but does not fall into the common erro other recent writers of quoting endless st tics to prove a point of view or lack of p of view. The annotated bibliography is usually complete and should save time of students who are working to solve rese problems of their own. This book ca highly recommended to beginning pupil the field of educational administration fo reason that it gives a splendid preview t entire subject. Advanced pupils in ed tional administration also will find the helpful in crystallizing much of their thinking in this field of study. — *Ca Atkinson.*

OOKS FOR YOUNG AMERICA

Book Week—November 13 to 19

Selected by WILHELMINA HARPER

For Younger Children

, by Ingri Aulaire and Parin d' Edgar. Doubleday. Price $2.00. Fascinating picture story from the Swedish relating the amazing adventures of Ola when he starts out to see the world. Grades three and four.

EZ AND MARTINA, by Pura Belpre. Warne. Price $1.75. Perez, the mouse, is the hero of this charming Porto Rican folk tale. Very colorful and pleasing illustrations. Grades two to four.

E LITTLE INDIAN BOY, by Emma L. Brock. Knopf. Price $2.00. This enjoyable story of the adventures of a little Indian boy is simply told and ably illustrated. Grades two and three.

E LAND OF NURSERY RHYME, by Alice Daglish and Ernest Rhys. Dutton. Price $2.50. A treasure house of both the old and newer nursery rhymes, with Charles Folkhard pictures. Grades three and four.

W IT ALL BEGAN, by Janet Smalley. Morrow. Price $2. Tells interesting facts about heat, light, travel, food, etc., in very attractive picture-book form. Grades two to four.

E BIRD BEGAN TO SING, by Rachel L. Field Morrow. Price $1.75. How the secret of the musical bird was discovered by little Elsa on Christmas Eve. Pictured by Ilse Bischoff. Grades three to five.

GUS LOST, by Marjorie Flack. Doubleday. Price $1. Another delightful picture story of the mischievous pup, Angus. Grades one to three.

NY FRIENDS, by Daty Healy. Chas. Scribner's & Sons. Price 75 cents. Jolly little book of simple verse and pictures of many animal friends. Grades one and two.

AND THE RUNAWAY BREAD, by Vera C. Himes. Crowell. Price $1.50. When Ola's loaf of bread rolled downhill, many strange things happened. Large print and pleasing illustrations in color. Grades one and two.

E NEW HOUSE THAT JACK BUILT, by Elizabeth King. McBride. Price $2. Gay picture book with story in rhyme of some of the details of house building. Grades two and three.

E MUSICAL BOX, by Claire Leighton. Longmans. Price $2. Picture story to fascinate all readers about a little town in a glass case that became active only when the bells rang. Grades one to three.

E LITTLE FAMILY, by Lois Lenski. Doubleday. Price 50 cents. A dear little book with simple pictures and story of the daily activity of a happy family. Grades one and two.

PP, SNAPP, AND SNURR, by Major Lindman. Whitman. Price $2. How three little Swedish boys earn money for their mother's birthday present. Both story and pictures are delightful. Grades one to three.

E BOOK OF NAH-WEE, by Grace and Carl Moon. Doubleday. Price $2. Charming story of the happy adventures of a little Indian girl and boy. Many illustrations. Grades two to four.

THIS LITTLE PIG, by Helen and Alf Evers. Farrar. Price $1. Amusing story, cleverly illustrated, of the little pig who didn't like his curly tail. Grades one and two.

HERE, BINGO! by Anne Stoddard. Century. Price $1. More adventures of the good little dog Bingo with very pleasing Hader illustrations. Grades one and two.

For the Middle Age

POPO AND FIFINO, by Arna Bontemps and Langston Hughes. Macmillan. Price $1.50. A very interesting glimpse of happy child life in Haiti. Grades four to six.

CRICKET AND THE EMPEROR'S SON, by Elizabeth Coatsworth. Macmillan. Price $2. Fascinating stories from China and Japan with Weda Yap illustrations. Grades five and six.

THE LITTLE HOUSE IN THE GREEN VALLEY, by Clara Whitehill Hunt. Houghton. Price $1.75. A story of happy childhood days in a New England village, charmingly told by one of our best-known librarians. Grades four to six.

SPENDING THE DAY, by Sally Lucas Jean and Grace Hallock. Harper. Price $2. Very interesting descriptions of life in China, Japan, and the Philippines. Valuable for both school and library. Grades four to six.

JERRY AND PUSA, by Eleanor Frances Lattimore. Harcourt. Price $2. Life in China is a happy experience for little American Jerry, whose real adventure begins when he digs for treasure. Grades four to six.

GUB GUB'S BOOK, by Hugh Lofting. Stokes. Price $2. Another animal nonsense story delightful in both the telling and illustration. Grades five to seven.

FAR-AWAY DESERT, by Grace Moon. Doubleday. Price $2. The adventures of a little homesick Indian girl who leaves her white friends to search for her far-away home. Grades five to seven.

PICTURE MAP GEOGRAPHY OF THE WORLD, by Vernon Quinn. Stokes. Price $2.50. Attractive book with a vast amount of information simply presented in both text and illustration. Grades four to six.

AND THAT'S WHY, by W. Maxwell Reed. Harcourt. Price $1.25. Answers many questions children ask about the elements, etc. A little book of definite value. Grades four to six.

TIRRA LIRRA, by Laura E. Richards. Little, Brown & Co. Price $2.50. Gay rhymes and jingles that have lived through the years, with many new ones added, by a noted author now in her eighty-first year. Grades five to seven.

MORE ABOUT MAX, by Mabelle Halleck St. Clair. Harcourt. Price $2. A welcome continuation of the story of a beloved little black bear and his friends. Grades four and five.

ALL THROUGH THE YEAR, by Annette Wynne. Stokes. Price $2. Charming verse collection by a favorite poet for younger children. Useful in both school and library. Grades four to six.

MASHA, by Sonia Mazer. Doubleday. Price $2. How a little Russian girl's dream of an education comes true. Realistic description of the country. Grades five to seven.

THE HAY VILLAGE CHILDREN, by Josephine Siebe. Houghton. Price $2. Delightful story of child life in a German village, with translation by Frances J. Olcott. Grades five to seven.

For Older Boys and Girls

WITH MIKKO THROUGH FINLAND, by Bess S. Byrne. McBride. Price $2.50. Absorbing story of the adventures of a brother and sister who travel through Lapland and Finland with Mikko the pedlar. Grades six to eight.

SWORDS AGAINST CARTHAGE, by Friedrich Donauer. Longmans. Price $2. Bitter warfare between Hannibal and Scipio forms the plot of this vigorous historic tale of the days of old Rome. Grade eight and high school.

MODERN MERCURIES, by Lloyd George and James Gilman. McBride. Price $3. There is much interesting information in this complete story of communication from the earliest days to the present. High school.

HANDICRAFT FOR GIRLS, by Edwin T. Hamilton. Harcourt. Price $3. Complete directions for making many things of most interest to girls. Clearly written and well illustrated. Grade eight and high school.

THE YEAR ROUND, by C. J. Hylander. Putnam. Price $2. Introduces young people to the fascinations of both plant and animal life, with a vast amount of useful information given. Grades six to eight.

GRAY CAPS, by Rose B. Knox. Doubleday. Price $2. Excellent story of Civil War days and the old South and of the exciting adventures that befell the Forrest twins. Grade eight and high school.

SWIFT RIVERS, by Cornelia Meigs. Little. Price $2. How a courageous youth pilots his logs down the Mississippi in the early days and has thrilling experiences with both friends and foes. Grades six to eight and high school.

THE MASTER MONKEY, by Dhan G. Mukerji. Dutton. Price $2.50. Tells a fine story of how the master monkey became the god of Hindu athletics. Grade eight and high school.

TWO LITTLE CONFEDERATES, by Thomas Nelson Page. Chas. Scribner's & Sons. Price $2.50. Lovely new edition of this favorite story of two little boys of old Virginia who were loyal to the Confederacy. Grades six to eight.

THE UGLY DUCKLING, by Isabel Proudfit. McBride. Price $2.25 net. The life of Hans Christian Andersen, very ably written and in very attractive format. Grades six to eight.

THE RAILROAD TO FREEDOM, by Hildegarde H. Swift. Harcourt. Price $2.50. Days of the Underground Railway and the negro's struggle for freedom are here vividly pictured. High school.

THE DONKEY OF GOD, by Louis Untermeyer. Harcourt. Price $2.50. A rich collection of legends and stories of Italy with colorful background and ably written. Grade eight and high school.

ON THE REINDEER TRAIL, by Thames Williamson. Houghton, Mifflin Company. Price $2. Two Alaskan boys prove their mettle and earn their way to college by guarding their father's reindeer herd through the winter. Grades six to eight and high school.

THE UNICORN WITH SILVER SHOES, by Ella Young. Longmans. Price $2. One of the most interesting works of this talented author, relating the magic that befell the king's son in his search for adventure. Grades six to eight.

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BOOK REVIEWS

AMERICAN LANDS AND PEOPLES. By J. Russell Smith, Ph.D., Sc.D., Professor of Economic Geography, Columbia University. 408 pages. 457 illustrations. Published by The John C. Winston Company, Philadelphia. List price, $1.44.

This is the new fifth-grade book in the new Smith "single-cycle plus" geography series, presenting the Western Hemisphere and the island possessions of the United States. The other members of the series are "Home Folks," third grade; "World Folks," fourth grade, and "Foreign Lands and Peoples," sixth grade (in preparation).

THE STORY OF UNCLE SAM'S MONEY. By Walter O. Woods, Treasurer of the United States. Published by the Gregg Publishing Company. Price, $1.50.

There are sixteen chapters, with five to eight different headings under each chapter. Some of the chapters are: General Structure of the Treasury; Receipts, Disbursements, and Proof of Accuracy; The Money in Circulation, How the Federal Reserve Banks Assist the Treasury. The information given in this book is of a very interesting nature.

"SALLY AND BILLY IN AUTUMN." Published by the Wheeler Publishing Company of Chicago, Ill. Price, 20 cents per copy. Discount to teachers.

Like "The Little Book" and "Sally and Billy," which preceded it, the booklet contains 48 pages, is bound in heavy pasteboard, and is well illustrated in different colors.

FOLK FESTIVALS for Schools and Playgrounds, Folk Dances and Melodies. Collected by Mary Effie Shambaugh. Published by A. S. Barnes & Co. Price, $3.

These folk dances are grouped for festival use with description and music. These festivals are for intermediate grades, junior high schools, senior high schools, colleges, and universities. They include, "Fiestas of the Spanish and Mexicans in California," "Folk Gatherings of Central Europe and Southeastern Europe," and "Festivals Based on Folk Tales."

ELEMENTS OF GERMAN. By Jacob Greenberg and Simeon H. Klafter. Published by Doubleday, Doran & Co., Inc. Price, $1.20.

The aim of this first-year book on German is to develop the ability to read fluently, comprehensively, and therefore with enjoyment. The secondary aims are to acquaint the pupil with Germany and the Germans; to impart the minimum essentials of German grammar for the first year; to increase power of comprehension of word-formation and of sentence relationships in a synthetically constructed language.

DIRECTING LEARNING IN THE ELEMENTARY SCHOOL, by Walter S. Monroe, professor of education and director, Bureau of Educational Research, University of Illinois, and Ruth Streitz, professor of education, University of Cincinnati. Published by Doubleday, Doran & Co., Garden City, New York. Fourteen illustrations. Price, $2.50.

This book is based upon a very thorough knowledge of educational psychology and quotes numerous experiments made in classroom situations. The first part deals with gen-

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eral problems involved in directing learning in the elementary school. Simple, general psychology, interspersed with accounts of successful practices and results of research studies, forms the basis for this first part. The second part discusses the learning process in the various elementary school subjects, namely: reading, language, social studies, arithmetic, handwriting, arts, and extra instructional activities. The book contains very little bibliography material, but possesses a splendid index to both authors quoted and topics discussed. This should furnish a splendid background of material for the young student or teacher who needs a better understanding of the whys and wherefores of educational procedure. The experimental procedures and suggested lesson plans should prove helpful to experienced as well as to inexperienced teachers.—*Carroll Atkinson.*

RETIREMENT ANNUITIES

DURING THESE trying days of economic disturbance, when investors generally find their income partially, or totally, curtailed, as well as their invested capital endangered or wiped out entirely, it is interesting to note the increased popularity of annuities, both of the deferred and immediate income type. Finding annuitants bridging the cycles of business with dependable income for life, millions of dollars are finding their way to the legal reserve life insurance companies who specialize in annuity contracts. While the immediate annuity, providing income for men and women who have now reached the age of retirement, continues its popularity, a very heavy increase in annuity contracts of the deferred type is exceptionally noticeable. These modern annuity contracts, with cash refund to heirs in case of death of the annuitant, provide a substantial cash estate at the age of retirement through small annual deposits by the investor. These contracts, similar in character to the life insurance policy, both nonmedical and medical, have guaranteed cash values increasing year by year, and annual dividends which can either be used to decrease the annual investment or be permitted to ride with the company at compound interest, increasing the cash estate at the age of retirement, and also the monthly income for life. Arrangements are made for the withdrawal of funds at the retiring age for world travel or other comforts, while retaining a monthly income for life for the amount originally planned. For the convenience of the investor, a premium deposit savings fund is provided, to which funds may be forwarded to the company from time to time, compounding quarterly. When the annuity contract deposit is due, the company transfers the necessary amount from the savings fund, thereby making it unnecessary for the annuitant to make a large deposit on his contract at a stipulated date. According to the Cates-Butts Agency, San Francisco, Northern California representatives of the Columbus Mutual Life Insurance Company of Ohio, specialists in annuities, over $125,000,000 were invested in America for annuities of both the deferred and immediate type during the year 1931, and it is expected that double this amount will find its way during 1932 into dependable income for the immediate and future needs of the American people. "Bridging the cycles of business to the extent of providing the minimum requirements of life, in comfort," seems to be the new slogan of Americans to regain personal financial independence.

W. C. FERGUSON, publicity manager of The World Book Company, Caspar W. Hodgson, president, of Yonkers, N. Y., visited California recently. Mr. Ferguson was accompanied by his wife, formerly Miss Georgeson of California, and remembered by school administrators, book committees, and others with whom she came in contact as a most charming personality.

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NOVEMBER, 1932

THE WESTERN JOURNAL of EDUCATION

News and Comments -- By Harr Wagner

The Vicious Circle Has Now Become a Merry-Go-Round.—The state and national election indicates that this country is still safe for democracy. The majority, right or wrong, will continue to select the pilot to steer the ship of state. Danger signals, however, are still necessary. Radio stations, lighthouses, wireless, etc., may still be retained to bring the ship into a safe harbor.

CONSTITUTIONAL AMENDMENT NUMBER NINE is dead, but the principle of sales and income tax still lives, and the time is not far distant when the burden of taxes now on nonincome-producing projects will be lifted.

HONORABLE VIERLING KERSEY in the November issue of *California Schools* writes an "In Memoriam" on William H. Hanlon, the late County Superintendent of Contra Costa County, that is a classic in form and sentiment.

EARL G. GRIDLEY, secretary-treasurer of the California Teachers Association, Bay Section, and Estelle Unger, president, have prepared, arranged, and printed a program for the twenty-first annual meeting that has seldom been equaled for arrangement, style, and completeness. It is entitled to high praise.

A Bookman Looks Ahead.—*The Journal of Education,* Boston, Mass., prints the following article, which is of special significance at this time:

It is not necessarily false economy to maintain in use textbooks copyrighted from five to ten years ago. The false economy lies in continuing the use of dilapidated, insanitary copies of any textbook. The only thing worse is to deprive the child of books altogether, while huge sums are being appropriated to pay for costly buildings which, after all, can do the child's soul and intellect little good. Indeed, such methods of economy belie the integrity of the ideals of American education.

Before long school superintendents are going to appreciate the full significance of these facts—facts temporarily overlooked in the rather feverish efforts to reduce expenses immediately. Hence, having reconciled themselves to lower total budgets for the next few years—budgets which cannot be lessened materially by persistent refusal to give pupils and teachers decent textbooks—school officials are again going to allot for this purpose the small fraction of their funds required to maintain reasonable standards. This reaction in favor of more nearly normal textbook purchases, I believe, will set in before financial planning is completed for the year 1933.

FRED A. BOYER, Superintendent of the Coronado Grammar School and member of the San Diego County Board of Education, has charge of one of the most delightfully situated schools in California; and in addition, he has a group of children drawn from above the average home that enables the carrying on of an exceedingly fine educational program.

THE FLAVOR that is in various school systems is dominated generally by two factors—environmental conditions and the type of leadership in control of the system. Hermosa Beach is a district in both respects. The town, situated as it is upon a series of sand hills overlooking the Pacific Ocean, always has a freshness and coolness of the sea and a colorfulness that comes from the flower gardens of the Japanese on the hills higher back and which reaches down to the homes of various shades and degrees of attractiveness. The waters are always rolling in in different colors; upon the city wharf fishermen are ever casting in hope of success; farther out from shore are the barges where other fishermen wait for deep-sea fish; and at times the steamers and sailing ships pass by.

In charge of the city's schools for the past eight years has been Charles D. Jones, District Superintendent, an individualist if there ever was one—a thorough believer in the idea that each community has the right to determine the manner of the education of its youth. Alaska, San Luis Obispo, Santa Paula, have been the sites of Superintendent Jones's educational labors. It is perhaps the white reaches of Alaska, where individualism has to be dominant, that have formulated greatly his educational concepts. This past summer the program of renovation of the five school plants was determined largely as to how it would affect the life of the community. The Hermosa Beach board of trustees agreed with Superintendent Jones in his program that this was the time to set many ideas in circulation by carrying out necessary improvements. These improvements were determined largely as they were to affect the health of the pupils and for their effect of an inspirational nature. For this reason, every building was freshened up, rooms were redecorated, the auditorium at Pier Avenue School was redecorated in a modern manner and eight murals of California History were placed in eight panels.

A Superintendent alone does not make a school system. Mr. Jones is proud of his corps of thirty-five teachers who work in the city's five schools and minister to the needs of 750 children. With Mrs. Bernice E. Smith as secretary, and his principals, Superintendent Jones carries on. The principals of the various Hermosa Beach schools are as follows: James Wise, Pier Avenue School; Mrs. Alice Wilson, North School; Mrs. Mirian Landon, South School; Mrs. Margaret Graye, Ocean View School; Miss Doris Wilder, Prospect Avenue School.

FRANK A. HENDERSON, Superintendent of the Santa Ana Schools, has had Miss Huberteen Kueneman appointed general supervisor of elementary grades in charge of all except special subjects. Miss Kueneman is a graduate of the University of Iowa, with the degrees of A.B. and M.A. She has taught extensively in Iowa at Adel, Cedar Rapids, and Des Moines. In California, Miss Kueneman attended the University of California at Los Angeles one semester and spent the past summer in the U. S. C. summer session.

Source Material for Christmas Programs, by Alice Hand

Over 37,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities, shown on the above graph, and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership September 12, 1932, was 37,145.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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VOL. XXXVIII, No. 11 | SAN FRANCISCO, NOVEMBER, 1932 | PRICE 15 CENTS

CHRISTMAS COMES BUT ONCE A YEAR

BY ALICE HAND

NO OTHER SEASON can compare with Christmas for the joy it brings to children and the sorrow it means when straitened circumstances call for its omission from the family program. This year, in all probability, the school celebration of Christmas will be the sole jollification that will come to thousands of children. The teacher who uses all her ingenuity in supplying a gay festival marked by color, tunefulness, and gifts that touch the pocketbook lightly will be proving herself a real fairy godmother.

Christmas programs *if embarked upon early enough* should offer no problems, for an abundance of material is available, and librarians, school, city, and county, are more than willing to supply suitable plays, books of recitations, music, phonograph records, etc., if given timely notice.

A Christmas play with flexibility enough to admit of the introduction of selected songs, recitations, and drills makes a program a very pleasing unit. A resourceful teacher can create such a framework in coöperation with her pupils, using such stock situations as Christmas comes to the shut-in, Christmas night in the toy shop, entertaining Santa Claus, surprising grandmother.

There are certain publishing houses specializing in Christmas plays—see reference list—who will gladly send on request descriptive catalogues. The same is true for Christmas music, and the more music in evidence, the longer a Christmas program will linger in the memory of its audience.

SANTA CLAUS IS TRUE

For Primary and Intermediate Grades

BY ALICE HAND

TIME: Christmas Eve.

PLACE: The living-room of the Hopewell family—fireplace; decorated Christmas tree to left of center; window right; empty stockings hung from mantel; small rocking chair, etc.

CHARACTERS: Mrs. Hopewell, mother of the family; Grace Hopewell, big sister; Philip, Johnny, and Patty Hopewell, various ages and sizes. *(If a teacher wishes to present the play from one grade only, the children can be cousins, all about the same age);* Stella, the "borrowed" little girl who is saved from a lonesome Christmas by the Hopewell children.

(Curtain rises on a darkened, empty stage. If convenient, let the four children, clad in white pajamas, the leader carrying a lighted candle, come stealing down the center aisle, through the audience, and onto the stage where the candle is blown out and the room light cautiously turned on. The children begin to talk as they come down the aisle.)

PHILIP: Of course it *is* kind of silly, coming back this way after we've all gone to bed, to wait around to see if we can catch Santa coming down the chimney!

PATTY: Yes, I guess it is; but I've worried all day about what sister Grace has been saying. *I know* there really *is* a Santa Claus, and we might as well find out for sure tonight!

JOHNNY: It would be awful to disappoint Stella after we've invited her over to see our Christmas because she hasn't any of her own!

STELLA: Nothing could be awful in this lovely place, and you couldn't disappoint me if you tried your best! I'm so glad to be here with you and Patty and Philip instead of all alone at home with no stocking, or tree, or *anything!*

PHILIP: We're just as glad as you are, Stella. It wouldn't be much of a Christmas for *this* family if we couldn't divide up with some one else. My, doesn't that tree look pretty!

JOHNNY: Stockings look skinny, don't they? But just wait till Santa comes down the chimney and fattens them up with candy and oranges and nuts and apples! Yum, yum-m!

PATTY: Ho, Ho, Mr. Greedy! Is that all you want in your stocking? But oh, Johnny, suppose Santa decides not to come because he sees us waiting!

STELLA: I'll tell you what, if we hear him coming, we'll all scoot like anything!

PHILIP: Come on, everyone! I'm going to sit right where I can see up the chimney.

STELLA: Suppose we all go to sleep and he has to step right over us to fill up the stockings. I never *did* stay up all night, did you?

JOHNNY: Well, we could sing something to keep us awake—soft, so that Grace won't come slipping in on us. You know Stella, Grace doesn't care one bit about Santa. She really thinks he doesn't come down the chimney at all!

PATTY: Let's sing "Up On the House Top"—now—make it soft! *(They sing this or another chosen song. Just at the finish Grace sneaks in and shouts "Boo!" All jump and scream. Johnny tumbles off his chair, Stella scrambles under the table, etc.)*

GRACE: Ah, ha! I caught you this time. Slipped back here to wait around to see if Santa *does* come down the chimney, didn't you? I think I'd better go get Mother and have her pack you all off to bed again!

CHORUS: Oh, Grace! How mean of you. Please, please don't!

PHILIP: Look here, Grace, I don't believe that way, way down in your heart, cross it and hope to die, you honestly think there isn't any Santa Claus. Be a good sport and wait along with us!

JOHNNY: I'll bet you'd be tickled to death if you suddenly heard bells and had to scoot off to bed, lickety split, because you heard Santa really jingling across the roof! *(Sudden tinkling of bells. Alice, Johnny, and Patty rush to the window exclaiming. Stella peers up the chimney, but Philip stands in the center of the room looking shame-faced.)*

PHILIP: Oh, come on back. That's not Santa. Just to let 'em know it was Christmas, I put a bell and a red ribbon on all of our six cats. I guess Sport is giving them a big chase because they tried to steal his supper bone!

STELLA: Of course, that's he barking! *(All come back to fireplace.)*

GRACE: Well, just to keep you from having any more scares, I guess I *will* stay around awhile, but for gracious sake, let's do something! What are you two boys giggling about over there in the corner? Think Santa's going to bring you that basketball you ordered, or that drum maybe?

PATTY: Boys are perfectly silly, the things they ask for! Nothing ever that's sensible or quiet!

JOHNNY: Huh, that's just like a girl! Philip and I made up a song about Christmas presents, and *we're* going to sing it. You girls can sing the chorus if you want to. Girls are only good for choruses anyhow. *(They sing to the tune of "Jingle Bells.")*

Real Presents

GIRLS are kind-a slow;
Don't know what is fun;
Never play with bat or ball
Or shoot a BB gun.
Fellers like us two,
Here on Christmas Eve,
Know just what it is we want
Old Santa Claus to leave.

CHORUS: Jingle bells, etc.

Girls are fraidy cats,
They are scared of noise;
Paints and dolls for them—
They like quiet toys!
We want horn and drum,
Saw and hammer new,
A yeller dog that's full of pep,
A fishing rod or two!

CHORUS: Jingle bells, etc.

Girls are fun sometimes,
Make good things to eat.
At parties they're all right
'Cause then they're actin' sweet;
But on Christmas Eve,
Us two fellers here
Know just what Saint Nick should bring,
To make good fun all year.

PATTY: Huh! I don't think *that's* much of a song. I'm not even sure I'm going to be nice to you at parties any more. If you want to hear something about boys, you just listen to the composition I wrote the last Friday of school. *(Gets up and reads.)*

Composition

Boys are nuisances until they grow up and turn into papas, then they're all right but not very often. I don't know how it happened in the beginning, but there they were. Boys were made before girls. After God made Adam he said to himself, "I guess I can do better than that," so he made Eve.

All year long boys tear around and break up things girls like to play with, and wear out everything but soap.

Just before Christmas they aren't half bad, but Christmas doesn't last very long. If I had my way about it, half the boys in the world would be dolls and the rest would be girls.

My papa is so nice I guess he must have been a little girl when he was a little boy.

STELLA: Oh, Patty, brothers are nice *sometimes*, aren't they?

GRACE: Look here, if you three don't stop quarreling on Christmas Eve, Santa Claus will probably do just as he does in Holland. Over there the little Dutch children put their wooden shoes on the table for Saint Nick to fill with candy and presents; *but* if any child has been bad, *what* do you think he finds in his shoe instead of goodies?

ALL: Oh, what, Grace?

GRACE: A nice little bundle of switches!

PATTY: Well—anyhow, Daddy and Mother would never get any switches in *their* shoes. My, but I worked hard over the presents I made them. What did *you* make for presents, Stella?

STELLA *(sorrowfully)*: Oh, dear—I'm afraid you'll laugh if I tell you. You see, grandmother said we couldn't buy each other presents this year because things were so hard, though maybe Santa would bring me some candy because I was little. You know, there's only grandmother and me in *our* family. I couldn't bear not to give her presents, so I thought and thought, and finally I decided to make her a present of promises.

JOHNNY: Goodness! What does *that* mean?

STELLA: You just take a nice piece of white paper and draw a Santa Claus or a Christmas tree on it, and then you write promises like—I promise to sing when I wash the dishes, or I promise not to forget to make my bed because I love you.

GRACE *(drawing her close in a big hug)*: I think that's the loveliest Christmas present I ever heard about. It's so nice I do believe that star up there is twinkling about it just as it does in that new song we made up last week. Let's sing it—what do you say?

ALL: Ah, yes, let's do. *(They sing.)*

Twinkle, Twinkle, Lovely Star

TWINKLE, twinkle, lovely star
Now I wonder if you are
That sweet light that long ago
Led the wise men here below.

CHORUS:

Twinkle, twinkle, lovely star
Shining down from heaven afar.
When they sought the little child
Born to Mary, meek and mild,
Then you showed your golden light
Leading them throughout the night.

CHORUS:

Shepherds saw your glory blaze;
Followed up your beaming rays,
Found the stable where he lay—
Cradled in the new-mown hay.

CHORUS:

You are guiding us tonight,
Pointing out the good and right;
May we follow where you lead
Like the wise men in their need.

CHORUS:

(With the last verse, their mother comes in very softly and stands listening. The teacher or an older girl could impersonate Mrs. Hopewell.)

MOTHER: What in the world is happening here? I thought I tucked you all into bed hours ago. I know! You're trying to catch poor dear Santa coming down the chimney. I think that's not very fair of you. How about it?

PHILIP: But, mother, Grace said there wasn't any Santa and we——

MOTHER *(interrupting)*: She did! Big sisters don't know everything, though. Suppose all of you cuddle around close and let me tell you all about Christmas and what it really means. How'll that be?

ALL: Oh, goodie.

Here—let Stella sit closest. She's company. Me next! etc.

MOTHER: Once upon a time, long, long ago, the people had grown so selfish and so unkind and greedy that God felt that he must send down to them a very special teacher, wise friend, and leader who should rule over their hearts just as kings rule over their kingdoms. *He* was to be a king of love and helpfulness. God wanted him to grow up among them from a babyhood just like their own, so he chose two very, very fine people named Mary and Joseph and let them know through an angel that the little child that was soon to be theirs was to be a very wonderful child indeed. He would be its father in heaven as they were its parents on earth.

Now it happened that when the time came for the little Jesus to come among them, Mary and Joseph were away from home on very important business which took them to a little town called Bethlehem. And Bethlehem was so crowded just then that Mary and Joseph could not get a place to sleep in the inn, but were given a corner of the big barn in a heap of nice sweet-smelling hay among the quiet, friendly cattle. Not such a bad place to sleep for a few nights, after all! And here the wonder-child Jesus came to them. His first cradle was a cozy manger, piled with hay.

And this is where that glorious, golden star comes into the story! God wanted a few wise, good men to know about this new king of love he was sending down to men, so that these could help him later on. So, he sent word to three fine, wise kings in the East country, telling them that they could find the place where the tiny, beautiful baby lay if they would follow the guidance of a great star that he would set in the heavens on a certain night.

And when they saw the star appear above them, immediately they each mounted upon a great creamy-colored swift camel and set out to follow that star wherever it might lead them, no matter how far away. And they carried with them in their deep saddlebags gifts for the little Lord Jesus, to show him how glad they were to have him among them.

I love to think of the way they came into the quiet little sleeping town of Bethlehem, the great camels padding silently through the streets and their eager riders halting them before the door of the humble stable over which hung that glorious star, at last standing still and radiant to tell them their journey was ended.

And then with hearts full of love and worship they entered it and found the beautiful, proud mother Mary holding in her arms the baby who even then had a heavenly look of wisdom and peace in his lovely eyes. Immediately they dropped on their knees and worshiped him, and in their happiness laid before him their gifts. Myrrh, frankincense, and gold. Of course the babe could not know their value, but I am certain he stretched out to their brightness his chubby little hands and crowed his thanks to the three happy wise men who had come so far to know him and bring him gifts.

And that, my dear little folks, is the true meaning and origin of Christmas gifts—Christmas gifts that are only valuable because they bring love and kind feeling from one person to another. It's the love in a Christmas gift that makes Stella's paper of "promises" to her grandmother exactly as valuable as if she had given gold bracelets and rich furs.

Patty: Oh, Mother—how lovely, lovely. But how about Santa—*is* he real? Tell us quickly.

Mother: Of course he is real, my darling—as real as love and generosity and unselfishness, and those are the most real of all things in the world. We believe in fairies, don't we—even if we never can actually set eyes on them. And so we must believe in Santa Claus, who is the spirit of Christmas giving! We like to picture him as a dear rosy-cheeked old man with a sleigh drawn by reindeers and filled full of presents for us, and that idea we must never change! Only—you remember that the fairies never like to be spied upon, so now we must skip along to bed and not spy upon Santa, the spirit of Christmas giving!

Philip: Just watch us all scamper—but mother, before we go, let's gather around the tree and sing "Away in a Manger."

All: Oh, do, let's!

Here, Stella, I want to take your hand.

I'll have the other one.

Come, let's sing!

(They group about the tree and sing Luther's "Cradle Hymn." Perhaps father comes in quietly and, standing behind them, smiles his appreciation as they sing.)

Mother: And now run, chickabiddies, as fast as you can. Tomorrow is very close! Good night all and happy dreams.

All: Good night, Mother!

Merry Christmas beforehand!

Hold Stella's hand tight. We don't want her to be lonesome.

Good night—Good night.

(They race down the aisle and out while mother puts out the living-room lights, throws a kiss to the star, and steals away.)

CHRISTMAS HAPPINESS NEVER ENDS

[Betty and Peter looking out of window at trimmed outdoor Christmas tree.]

Peter:

Oh, Betty, it's different! I *love* this tree!
See how proudly its branches lift.
It's saying, "I'm glad, just look at me,"
I'll lovingly hold each Christmas gift!"

Betty:

Yes, Peter, I like it growing here,
Straight and strong with its roots down deep!
It's nice to know that all the year,
Our Christmas tree we can love and keep!

Peter:

And mother has given us baskets, see—
To tie in its branches; every day
For hungry birds, a feast there'll be
On our happy tree as they fly this way!

Betty:

And our Christmas tree will tell its friends—
The birds and the wind and the stars and the sun—
That Christmas happiness never ends
When its beautiful work has once begun!

—*Alice Hand.*

CHRISTMAS ACTIVITIES

I. Schoolroom and Tree Decorations.—Schoolroom decoration and the tree ornaments are always more appreciated when created by the children themselves out of materials close at hand. Windows can be dressed in transparent silhouettes—Santa and his reindeer, the three wise men, etc. An art frieze, religious or holiday only, could border the blackboard, wreaths, natural or artificial, evergreen festoons, a sand box depicting a forest of fir trees with a snow-covered house, or a desert scene with an oasis and the three wise men on camels make gay Christmas cheer.

If a schoolroom tree is planned, let the children make bright-colored silver, red, and gold link chains, strings of popcorn, cornucopias, gilded walnuts (pry the two halves apart just far enough to insert a bit of string to suspend them from), small tin cans covered with gleaming scraps of paper, Santa Claus dolls, and cotton balls covered with silver paper. Gaily decorated family invitations made by the children are always appreciated.

II. Gifts to Make for Young and Old.—Colored crayons, a couple of cans of enamel, bright-hued worsteds, cellophane, attractively shaped boxes, are all possessed of possibilities here.

The joy-making shop where old toys may be mended to give away and simple but effective new toys may be created should be much in evidence. It could turn out as gifts for schoolmates, brothers and sisters, or hospital shut-ins, bean bags, picture scrapbooks, stuffed animals—a cuddly dog or a calico cat—puzzles, doll furniture from cigar boxes and spools, a hobby horse stick—broom handle, pasteboard head, etc.—paper dolls, and a doll's quilt.

For mother and father and aunt and uncle, here is a list of real "usables," inexpensive and easily created: Hat stand of spools—enameled with padded crest, oilcloth book covers, a recipe cabinet, napkin rings, a large shopping bag—net dish cloths embroidered in worsteds with twine bound handles—book ends—covered and painted bricks are satisfactory—handkerchief cases, sachets, shopping list pads, hand-painted calendars, flower vases made from coffee cans and covered with mosaic of gay scraps of paper and waterproofed with valspar, box or bag for clothespins, padded coat hangers, hot dish pads and hot dish lifters with racks for suspension, shoe shiners, button boxes, cigar cases, lamp shades, match boxes and match scratchers, a box to hold records, portfolios, folders with Christmas verses, potted plants, name tag cards for presents, Christmas cards of infinite variety, duster mitts and waste basket.

III. Study Suggestions.—The bible story of the birth of Christ with the gifts of the Wise Men originating the Christmas-present custom. Old English traditions—Yule-tide log, carol singers, etc. Christmas observances in many lands. Famous Christmas paintings—Madonna and child, scenes, and the like.

References

I. Toy and gift-making: Beard Handy Books; C. S. Bailey, "Girls' and Boys' Make-At-Home Things"; Snow and Froehlich, "A Hundred Things a Girl Can Make," Lippincott; *School Arts Magazine; Kindergarten and Primary Magazine;* women's magazines such as *Delineator* and *Ladies' Home Journal.*

II. Compilations of program material, verse, and prose: H. C. Beeching, "A Book of Christmas Verse"—good Christmas poems to be read and studied from Ben Jonson to Alfred Noyes; Eugene Field, "Christmas Tales and Christmas Verse," Scribner's; R. E. McNaught, "Christmas Selections for Reading and Recitations," Penn Publishing Company; Joseph C. Sindelar, "Christmas Celebrations," Harr Wagner Publishing Company, 40 cents; "Thirty Christmas Dialogues and Plays," Harr Wagner Publishing Company, 40 cents.

III. Publishing Houses specializing in Christmas plays—send for catalogues with synopses: D. Appleton & Co., New York; special programs pamphlet from Drama League of America, 59 E. Van Buren Street, Chicago, Walter Baker Company, 41 Winter Street, Boston, Mass; J. S. Dennison, 623 S. Wabash Avenue, Chicago; Samuel French, 25 West 45th Street, New York; Longmans, Green & Co., New York City; Dramatic Publishing Company, 542 South Dearborn Street, Chicago; Play Grounds and Recreation Association.

IV. A few "tested" plays: May Pemberton, "Christmas Plays for Children," Crowell Publishing Company, 393 Fourth Avenue, New York; Carolyn Wells, "Jolly Plays for Holidays," Walter Baker Company; R. H. Schauffler, "Christmas Plays"; Irmagarde Richards, "It Came Upon a Midnight Clear, a Holy Night Play," Harr Wagner Publishing Company, 25 cents; "St. Nicholas Book of Plays and Operettas," the plays appearing in *St. Nicholas Magazine* that have been the most in demand for the last ten years; "The Birds' Christmas Carol," three acts, thirteen characters, Houghton Mifflin Company.

V. Suggested music for the Christmas program: 1. Songs and carols.—Every collection of songbooks used in the schools officially or unofficially includes Christmas songs and carols. Also the church hymnals are often helpful. The most popular collection of carols are: "Christmas Carols," Octavo No. 1795, Boston Music Company, 12 cents; Hollis Dann's "Christmas Carols"; Father Finn's "Christmas Carols"; "Fifty Christmas Carols of All Nations," Eduardo Marzo, Willis Music Company, Cincinnati, 60 cents.

2. Songbooks, including excellent selections for little children.—Riley and Gaynor, "Songs of the Child World," No. 2; Bridgman, "Holiday Songs," Milton Bradley; Baker and Kohlsaat, "Songs for the Little Child," Abingdon Press; "Song Echoes From Child Land," Ditson Company.

3. Cantatas, operettas, and diversified full-length evening programs, musical.—Margaret McElroy, "On Christmas Eve"; Susanna Myers, "Unexpected Guests"; Virginia Moffatt, "The Nativity Story." [These little plays furnish a dramatic and musical Christmas program for the school grades. They are supplied free on application to the American Book Company, San Francisco.] Carrington and Myers, Redwood City, Cal., "In Quest of Santa Claus," a Christmas operetta, in four scenes, for children, $1; "When Christmas Comes," a Christmas operetta for children of all grades, 75 cents; "A Wooden Shoe Christmas," a Christmas operetta, in three acts, for junior high or upper grades, $1; Elsmith and Repper, "Jeannette and Isabella," C. C. Birchard & Co., 221 Columbus Avenue, Boston, Mass, 50 cents [short operetta especially recommended]; "The Story of Bethlehem," a Christmas play with music, translated and arranged by Mari Ruef Hofer, Clayton E. Summy, 429 S. Wabash Avenue, Chicago, 25 cents; Mari Ruef Hofer, "Christmas in Merrie England," with old carols, dances, and a masque, Clayton Summy, 25 cents. Suitable Christmas music can always be obtained through your county librarian, or by writing directly to the Educational Music Bureau, 434 S. Wabash Avenue, Chicago, Ill. Rates reasonable. Leaflet form sent on approval if necessary.

Credit is due to Mrs. Dorothy Kellman, supervisor of music in Palo Alto, for musical suggestions listed here.

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

It is good news that A. R. Clifton, Superintendent of Los Angeles County Schools, is making a slow but sure recovery from a serious major operation at his Monrovia home, 133 North Myrtle Street. During his enforced absence, the work of his office has been carried on by A. C. Wheat, First Assistant County Superintendent, and U. G. Durfee, Assistant County Superintendent and director of the teachers' placement bureau.

The spirit of the times calls for shorter and better teacher institute sessions. With this in mind, the Los Angeles City Board of Education has designated the first three days of the week of December 19 as institute week. On December 19, 20, and 21 the teachers of the Los Angeles city schools will attend institute sessions on regular salary. The last two days of the week they are off the pay roll and may spend the remainder of the week as they choose. On Thursday, December 22, the California Teachers Association, Southern section, will have a one-day meeting in Los Angeles.

Robert H. Lane, Assistant Superintendent of Los Angeles City Schools, is in charge of the Los Angeles city institute arrangements. For years Assistant Superintendent Lane has been making institute programs for the city of Los Angeles. He has been accorded great praise for their excellence in matters presented and for the smoothness of their mechanical operation.

In years past, in addition to general session speakers whose themes were mainly of inspirational value, series of five lectures for five days by men great in the subject matter of the field to be presented have been a noteworthy part of the Los Angeles city institute sessions. This year this arrangement has been changed. Instead of five lectures in five days, the leading speakers will give six lectures in three days—two per day at the great general sessions. The large institute sessions are scheduled for the Philharmonic Auditorium, Trinity Auditorium, and the Belasco Theater. Smaller section meetings are to be held in the various high-school auditoriums.

The list of distinguished speakers Mr. Lane has secured for this December meeting include the following: Edward C. Lindeman, New York University; Doctor Malcolm Wallace, University College, Toronto, Canada; Doctor Frederic Paxson, University of Wisconsin; Doctor Harold Bruce, Dartmouth College; and Doctor Walter Terpenney, Kalamazoo State Teachers College.

As in former years, A. R. Clifton, Superintendent of the Los Angeles County Schools, is having part of the institute attendance counted on appearance at various scheduled Saturday teachers' meetings. Six instead of the customary ten sessions of institute attendance are required this year. Owing to the serious illness of Mr. Clifton, the major arrangements of the Los Angeles County meetings are being made by his assistants. A. C. Wheat, First Assistant Superintendent, has charge of the high-school programs, and Mrs. Lorraine M. Sherer, director of curriculum, is making the arrangements for the elementary groups.

Mrs. Sherer, as director of curriculum for Los Angeles County, with committee groups has been and is carrying on educational research that has manifested itself and is being manifested in new courses of study and units of work that have tremendous value. In the Saturday institutes, Mrs. Sherer is giving opportunity for the teachers of the county who are working upon these problems to explain their conclusions to whole groups interested in the same problem and to get reactions in full discussions. In addition to regular scheduled meetings, Mrs. Sherer has provided that on these same days there may be field trips to various factories and points of interest in Southern California, of which a more complete knowledge would be of educational value to the teachers in their classes.

While each teacher has to attend six institute sessions, there is wide choice given in the choosing of four of them. For the final two sessions, December 27 is set aside for an all-day institute, at which each teacher must be in attendance. On this day the morning will be given to a general session and the afternoon to section meetings.

The Saturday meetings are to be held in the South Pasadena Junior High School. The schedule is as follows: November 5, kindergarten teachers; November 19, Doctor Burton [K-8]; Robert H. Lane [4-6]; December 3, seven section meetings, including all grades; December 10, ten section meetings, including all grades.

At the December 3 meeting, C. A. Marcy, District Superintendent of the Manhattan Beach Schools, and author of two books in the recently published Western Nature Science Series, by the Harr Wagner Publishing Company, viz., "The Indians' Garden" and "The Padres' Garden," will head the section meeting which will involve a discussion of the correlation of nature study with the social sciences.

The field trips are scheduled as follows: November 5, creamery, citrus; November 12, harbor, airport, clay products, creamery; November 19, harbor, airport; November 26, clay products; December 3, harbor, airport, museum; December 10, Los Angeles Museum, clay products, creamery, Southwest Museum.

The teachers of the Bellflower grammar schools, under Daniel S. Presnall, District Superintendent, are doing their part in community relief work by contributing to a fund which is expended under their direction. The health program of the Bellflower schools is outstanding and is made possible by thor-

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ough coöperation with the P.-T. A. At the present time, three parent education classes are in operation.

HOWARD N. TANNER, District Superintendent of the Clearwater Grammar Schools, has made a radical change in regard to athletic competition. He has inaugurated an intramural league and has stopped scheduling games with outside schools. He finds that the pupils have as much fun, have a chance for physical development, and there is lacking the turmoil that comes from outside competition. In addition, instead of having a few boys upon a team, Mr. Tanner requires that every child take part in team play if physically fit. The games scheduled include soccer football, basketball, playground baseball, and elementary track. Those children who need rest periods instead of forceful exercise are given them. To keep them happy, Mr. Tanner has scheduled ping-pong tournaments with standard equipment upon tables made by the boys in the shops.

JOHN A. CRANSTON, for many years Superintendent of the Santa Ana City Schools, is now associated with the Central Life Assurance Society as a special representative. With Santa Ana as headquarters, Mr. Cranston covers the Southern California territory. He is specializing on annuities.

J. B. POTTER, District Superintendent of the Rosemead Schools, has charge of two schools, twenty teachers, and six hundred pupils, from a community of five homes. This past summer nurse quarters were added to the Muscatel School, and the Rio Hondo School was enlarged and the kindergarten remodeled.

ROY CREECH is in his first year as District Superintendent of the Willowbrook Schools. A graduate of the University of Kentucky, Mr. Creech has taught extensively in Oklahoma and California. His California experience includes four years in the El Centro High School and the principalship of the Indio Grammar School. Last year Mr. Creech attended U. S. C. and received his master's degree in education. At Willowbrook Mr. Creech is reclassifying the pupils according to achievement tests and is inaugurating a definite health program. Mid-term promotions are to be done away with. The Willowbrook school enrolls around seven hundred children and has a teaching corps of twenty-two.

J. CALVIN LAUDERBACH of Chula Vista is acting in two educational capacities. He is District Superintendent in full control of the Chula Vista Grammar School, with a board of trustees, and in addition he is principal of the Chula Vista Junior High School, which is part of the Sweetwater Union High School district under the district superintendency of John M. McDonald of the Sweetwater Union High School, located in National City. Mr. Lauderbach has nineteen teachers and 675 pupils in his elementary school and thirteen teachers and 250 pupils in the junior high school.

THE MONTEBELLO city schools under Superintendent Mark R. Jacobs have increased to an enrollment of more than four thousand children. The Montebello High School enrolls 740 students.

WIRT C. WILLIAMS, District Superintendent of the Glendora Grammar Schools, with an enrollment of 567 pupils, records the greatest enrollment in the history of the city. With seven hundred people digging for gold up the San Gabriel Canyon and with work upon flood control dams in the San Gabriel Canyon under way, it has been necessary to establish a temporary school ten miles up the canyon, with an initial enrollment of fifty-four pupils.

WALTER L. BACHRODT, Superintendent of the San Jose City Schools, has one of the best organized relief programs in California. Every school employee of San Jose has contributed 5 per cent of his salary to this fund, which amounts to some $65,000. This money is expended directly under the supervision of Mr. Bachrodt and his teachers. They have employed their own social worker. The relief moneys are being expended upon the children in need in the San Jose schools.

Superintendent Bachrodt is running his schools this year upon a budget based upon a nine-cent reduction in tax rate. San Jose is proud of the record this year of only 3.8 per cent delinquent taxes against a normal delinquency of 2½ per cent.

A. H. HORRALL, Assistant Superintendent of the San Jose Schools, is in immediate charge of elementary education. His course of study work is a continuous procedure, with revisions coming up automatically every so many years. This year handwriting and spelling are the special subjects for study.

B. H. GIBBON, District Superintendent of the National City Grammar Schools, has reorganized his school operation expenses at a saving of $15,000 for the year. This was done with the added cost of transporting all fifth and sixth grade pupils to a central school. Fred M. Tonge, supervisor of subject matter of the system, has departmentalized the intermediate school and arranged classes as to the individual abilities of pupils. Changes and promotions of principals are as follows: Leonard G. Hummel was made principal of the Central School, being switched from the Highland School; Mrs. Helene Thompson, fifth grade teacher of the Highland School, was promoted to the principalship there; Miss Evelyn Fritz was promoted to the principalship of the Lincoln Acres School; Mrs. A. Quinlan remains principal at the Sixteenth Avenue School; and Miss L. Riggle continues as principal at the Sixth Avenue School.

IRA C. LANDIS, Superintendent of the Riverside Schools, has a junior college that enrolls six hundred students—an increase of 35 per cent over last year. Mr. Landis is maintaining the

same educational program as of the past year, with a budget of $100,000 less. This $100,000 decrease was made as follows: $25,000 from teachers' salaries, $50,000 from capital outlays, and $25,000 from general departmental economies.

M. C. Taylor is District Superintendent this year of the Indio Grammar School, one of the outstanding schools of the Coachella Valley.

Harold D. Young, District Superintendent of the Beaumont City Schools, has the distinction this year of not having a change in either his high school or grammar school faculties.

George C. McIntire, District Superintendent of the Brawley Grammar Schools, has every part of the various playgrounds of the city's schools in Bermuda grass. This past summer the grass was allowed to go to seed, and twenty-five hundred pounds of Bermuda seed were harvested. Enough money was received from the sale of this seed to pay for the upkeep of the grounds through the summer. The Brawley schools are 8 per cent ahead in pupil enrollment this year, with around two thousand pupils. There is an increase in enrollment of Mexican children, but a decline in the number of American children.

J. Warren Ayer is Superintendent of the Monrovia Schools and head of the Monrovia-Duarte-Arcadia Union High School. In the *Foothill School Bulletin*, published by the school district, he has a medium that presents the ideas of the administration upon the school problems of the various districts. This bulletin goes to all parents, teachers, and Board of Education members of Monrovia, Duarte, and Arcadia. Four to six numbers are issued during the school year. By use of this bulletin, Superintendent Ayer gets before the citizens the real facts of the various problems confronting the schools. He has found that such a publication makes for educational solidarity.

A. E. Bassett, District Superintendent of the Fowler Grammar Schools, is a schoolman who has always been in the advance lines of modern education.

FUTURE FARMERS OF AMERICA MOVEMENT

by JULIAN A. McPHEE
Chief, Bureau of Agricultural Education, State Department of Education

The teaching of vocational agriculture is not new. The missionaries who were sent into the wilderness of the North American continent during colonial times were commissioned not only to save the souls of the redskins but "to teache ye savage heathen farming and to improve hys agriculture practices."

While some little attention was given to "ye savage heathen," his white brother agriculturalist was left largely to his own devices for the next two centuries, and not until the present generation was it nationally recognized that it is necessary to provide the rural resident through the public schools system with the educational advantages to make of him a good, efficient, and trained producer, to help him become a good citizen.

This need recognized, and resulting in the passage of the Smith-Hughes Act providing for coöperative federal funds to encourage such education, the training has been quickly accepted in almost every rural district of America, until today some 200,000 farm boys are "learning by doing" in agriculture in every state in the union.

California has 120 Future Farmer chapters in high schools in almost every county of the state. Most of the chapters are in larger union high schools, to which students may come from considerable distances. The educational advantages of these schools are equal to any in the state. Two schools have more than two hundred boys enrolled in vocational agriculture—one has nine teachers in agriculture alone.

The Future Farmer movement is not an adjunct to education—it is education. What are the objectives of these six thousand boys in California? The foremost, of course, is successful application of scientific and practical principles of farming, and this is known as supervised practice under the first of nine headings.

Every Future Farmer must provide his own laboratory, and the scope must be comparable with a commercial enterprise. A pet rabbit or calf does not provide this laboratory for learning successful farming. The average value of vocational agriculture projects in this state last year was more than $100 per boy, consisting of such enterprises as raising five to sixty swine, fifty to one thousand baby chicks or pullets, two to a dozen beef steers, an acre or more of field or truck crops, two to fifty sheep, colonies of bees, tracts of vineyard and orchard, and

These Future Farmers have met for a state-wide public speaking contest. Six of them represent the six state regions, each boy a district winner. They are, front row, left to right: Frank Wattron, Bakersfield; State President Randall Allgire, Live Oak; Walter Terry, Live Oak; Richard Stevens, Hollister. Rear row: Jay Bonnet, Ripon; National President Kenneth Pettibone, Corvallis, Ore.; James Tate, Ontario; and Harold Langdon, Fortuna.

many other types. Some forty different kinds of enterprises are undertaken by the Future Farmers in California.

The state department of education supervises the high-school vocational agriculture work and, in addition, provides at the California Polytechnic School at San Luis Obispo training for farming enterprises, and through the headquarters, Future Farmer chapter, for good citizenship.

The Future Farmer movement is spreading rapidly. Farm boys are learning that agriculture is the most basic of industries. The farmer who is providing himself and his family with food, shelter, and clothing may long for "independence," but he is an enviable figure to the industrial or clerical worker who, deprived through economic circumstances of his livelihood, is today an object of charity. The prudent well-trained farmer can weather the economic storm long after his socially dependent city cousin has gone down.

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C. T. A., NORTHERN CALIFORNIA

WILLITS had the distinction of holding its first institute for the Northern California Section of the California Teachers Association the week of October 24. The general meetings were held in the high school and the section meetings in both high and elementary schools. The townspeople and the school officials were very successful in their efforts to provide for the comfort and entertainment of the teachers as well as offering a very excellent institute program. F. D. Patton, Mendocino County Superintendent of Schools; Roy Good, Superintendent of the newly combined districts of Fort Bragg and Mendocino; and Mrs Annie R. Babcock, secretary to the combined high school and elementary school boards of the two districts and principal of the elementary school of Willits, together with Mr. Fry, principal of the Willits High School, carried through the institute plans. The speakers

Annie R. Babcock

were as folows: Honorable Vierling Kersey, State Superintendent of Public Instruction; Miss Helen Heffernan, chief of Division of Elementary and Rural Schools, State Department of Education; Mrs. Gladys Potter, assistant chief, Division of Elementary and Rural Schools, State Department of Education; Nicolas Ricciardi, chief of Division of Secondary Education; Walter E. Morgan, chief of Division of Statistics; Arthur Gist, president, Humboldt State Teachers College; Mrs. Louise Pratt, California Parent–Teachers Association; Von T. Ellsworth, director of research, State Farm Bureau; Miss Viola McElhiney, Laidlaw Brothers, San Francisco, Cal.; Roy Cloud, secretary, California Teachers Association.

Superintendent Kersey in one of his speeches to the general group made a point particularly fitting to these times of stress. He stated that while we hear so much from the layman about the return to emphasis upon the "three R's," we must not forget that the "three C's" are of equal or greater importance, namely, character, citizenship, and culture. It is a pat term for vital factors to hand back to the man harping on the "three R's."

One of the most interesting features of the institute was a dinner given for the boards of trustees and teachers of the Willits and Fort Bragg elementary and high school districts. Roy Good, Superintendent of the combined districts, presided. E. J. Allen, president of the Willits Union High School Trustees, made the opening address, stressing Superintendent Good's vision of the plan of reorganization and his silver tongue in achieving the final reunion of the districts. W. G. Collins, president of the Fort Bragg Elementary School Board, gave a very interesting talk, stressing the point of a layman's constructive criticisms. He stated that he felt the teaching of oral English should be carried on in other classes than just the English department, because too many students were leaving school unable to speak grammatically. Miss Heffernan and Mr. Kersey were both speakers at the banquet. They gave talks that were not only interesting to the teachers but of value to the large number of trustees present.

The reorganization of the Fort Bragg–Mendocino School Districts is an outstanding achievement in school administration. The November issue of the *Sierra Educational News* contains an article describing the consolidation of the small districts into large, efficient school units. It is well worth reading.

Del Norte County did not meet with Humboldt and Mendocino this year, but held its own institute the same week. About 650 people were in attendance at Willits, and the following officers were elected: John Hardwick, principal Fortuna Elementary School, president; G. J. Reeves, principal Crescent High School, Crescent City, vice president; Mrs. Clara Kreiss, Superintendent of Schools, Weaverville, vice president; S. R. Pennock, principal Point Arena High School, vice president; Miss Shirley Perry, Ukiah High School, Ukiah, secretary–treasurer; A. O. Cooperrider, principal Arcata High School, Arcata, council member; George B. Albee, City Superintendent of Eureka, member teachers' aid committee; Miss Mary Sample, Arcata High School, president, department of classroom teachers; Mrs. Neal McClure, Ukiah Elementary School, Ukiah, secretary–treasurer of classroom teachers.

WESTERN SCHOOL NEWS

THE CALIFORNIA SCHOOL OF ARTS AND CRAFTS of Oakland, Cal., has been holding a series of popular art lectures. The one of October 27 was by Samuel F. Farquhar, printer for the University of California. The California School of Arts and Crafts is a popular institution which has done much for the betterment of art not only in California but in the Western states as well. F. H. Meyer is the director of this successful art school.

A TRIBUTE was given to Mario Chamlee, the famous tenor of New York and San Francisco, by the American War Mothers at the balcony of the Hotel Fairmont Sunday morning, October 30, at 11 o'clock. He was presented with a parchment scroll signed by Mayor Rossi and presented by Anna C. Bagot, president of the organization. Mario Chamlee was also presented with a laurel wreath. Among those who had direct charge of the affair was Estelle Carpenter, the well-known musical teacher. Mario Chamlee was also guest of honor at the Armistice Day dedication at the War Memorial, San Francisco, Cal.

EDWIN KENT, principal of the Healdsburg High School, has been appointed to succeed the late O. F. Staton as Superintendent of Schools of Sonoma County.

FREDERICK F. MARTIN, formerly County Superintendent of San Diego County, Deputy Superintendent of Pasadena, City Superintendent of Santa Monica, and the present state director of the N. E. A., has been elected City Superintendent of Redondo Beach. He succeeds Eliott Thomas.

"THE CALIFORNIA HISTORY NUGGET" for February and March, 1931, contains a most interesting article on John Charles Frémont, adventurer and misadventurer—the soldier of fortune. It is refreshing to read a historical article on Frémont, after Bancroft, Hittell, Royse, Cardinal Goodwin, and others have placed special emphasis on his weakness, that interprets both his strength and weakness and leaves the reader with a sympathetic interest for his failures and successes. E. W. Coy, editor of the *Nugget*, deserves appreciation for giving to the public this very fine and accurate contribution on Frémont.

FRANCES EFFINGER RAYMOND and Elizabeth Starbuck Adams have sent out, with the compliments of the Gregg Publishing Company, "Hurdles 1932–33." "Hurdles" presents in compact form twenty-six different examples for students to achieve, and if achieved there will be no question of the ability of a student to type. There are suggestions and a price list under source material at the end of the booklet.

BOOK REVIEWS

MARQUEE BALLYHOO, by Maurice L. Kusell and M. S. Merritt. Overland Outwest Publications, Arthur Chamberlain, editor, 276 pages. Price $2.50. For sale at leading book stores.

From a tent theater in Pecos, Texas, to mansions in Hollywood, Cal., with love and thrills along the way, is the trail of this romantic novel by Kusell and Merritt. You know by the "feel" in the lines that the authors are not strangers in Hollywood or imaginary creators of scenes of the "Marquee Ballyhoo" of the tent shows. Brownie, Erol Brothers—Earl Kelton—Dusteen Brothers, the attractive character of Katherine Reno. Hugo Levinbaun and Samuel Zamer are as realistic as characters from the novels of Dickens. The book holds your interest from cover to cover. The glossary at the back is unique. It should have a large sale in book stores and circulation libraries.

CLARIFYING THE TEACHER'S PROBLEMS, by Arthur S. Gist, president, State Teachers College, Arcata, Cal., with introduction by James F. Hosic, Columbia College. Published by Charles Scribner's Sons. 312 pages. Price $1.80.

The title and content of this book are certainly in harmony. "The Teachers' Ideals," "Efficient Clasroom Management," "Recitations," "Health and Physical Education," "The New Teacher," are some of the important chapters of this book. Each chapter has suggestive problems, selected references, and preview questions. The book is clear in the use of Anglo-Saxon to express thought. Doctor Gist in his treatment of social studies, reading, arithmetic, and other technical subjects is right ahead with the newest methods in our teachers' training schools, and he writes with the clearness and simplicity of Emerson E. White, John Swett, Wickersham, and Page, who wrote the successful books on methods of teaching fifty years ago. Copies of this book should be presented or purchased for every new teacher in our public schools. It is a genuine contribution in the art of writing on a most important subject—the art of teaching.

STATE BOARD OF EDUCATION

At the regular meeting of the California State Board of Education, held in the City of San Francisco October 7 and 8, 1932, important items of business affecting many of the several aspects of eductaion in California were transacted.

Three items having to do with textbooks for use in the elementary schools of California were acted upon as follows:

1. The recommendation of the State Superintendent of Public Instruction to the effect that the State Board of Education authorize a call for bids for music texts for the seventh and eighth grades, and that the California Curriculum Commission be authorized to study these books in accordance with criteria to be set up and presented to the State Board of Education, was adopted.

2. In view of the fact that no complete publication of materials having to do with California maps and social interpretation of geographic materials was available for use in the elementary schools, in accordance with the needs of the fourth and fifth grades, the State Board of Education adopted for use in the elementary schools "California—In Graph and Chart," by Herbert Edward Floercky. This material is to be printed in the state printing plant and will be available within the next few months.

3. There having been no material supplied to elementary schools in connection with California history in the fourth grade for several years past, the State Board of Education adopted "Our California Home," by Irmagarde Richards. This material will be published in the state printing plant and will be made available within the next few months.

The secretary presented for the approval of the board the following: A statement in connection with the budget for the state teachers' colleges, special schools, and the State Department of Education; a statement presenting the reorganization program of offerings presented at the California Polytechnic School at San Luis Obispo; the recommendation for appointments to be made to positions in the state teachers' colleges and special schools; an outline of the biennial report, now in process of preparation for presentation to His Excellency, the Governor; a list of credentials and life diplomas granted in the State Department of Education, which the State Board of Education was asked to approve.

The following revision, in connection with transportation regulations formerly approved by the State Board of Education, was approved and adopted to be incorporated in the new publication of these rules. In order that these regulations be clarified from time to time, the board authorized a continuing committee, to consist of Superintendents Golway and Hanlon, to coöperate with the secretary in considering revisions of the rules and improvements in statement as occasion might demand. The committee was given power to act.

The regular meeting of the public-school teachers' retirement salary fund board was held, and the following retirements were auauthorized: Alice Bassler, San Jose, 30, $500; Mrs. Kate McClain Colgan, San Francisco, 30, $500; Anne Teresa Crowley, San Francisco, 30, $500; Mrs. Margaret Isabelle Dunn, San Francisco, 30, $500; Sarah Lizzie Farnum, El Monte, 30, $500; Archibald M. Fosdick, Oakland, 30, $500; Viola May Gilson, Santa Barbara, 30, $500; Mrs. Emma Boehme Gould, Quincy, 30, $500; George Albert Harlan, Calexico, 30, $500; Agnes Marion Knight, Carmel, 30, $500; Margaret Frances Lahaney, San Francisco, 30, $500; Mrs. Anna Slingsby Lawson, Waddington, 30, $500; The Madison Lemonds, San Diego, 30, $500; Bess Miller, Los Angeles, 30, $500; Edgar Lillian Mitchell, Alhambra, 30, $500; Katherine Theresa Moore, San Francisco, 30, $500; Eleanor Morgan, Santa Monica, 30, $500; Fannie Dixon Noe, Upland, 30, $500; Lois Angeline Peckham, San Francisco, 30; $500; Agnes Clarissa Ralph, Canoga Park, 30, $500; Ellen Agnes Riley, San Francisco, 30, $500; Catherine Frances Riordan, San Francisco, 30, $500; Mrs. Zoe S. Rootham, Los Angeles, 30, $500; Pete Wikoff Ross, San Diego, 30, $500; Katherine Gertrude Senter, San Francisco, 30, $500; Mrs. Alice Goodrich Sproule, Oceanside, 30, $500; Alice Rachel Sproul, Chico, 30, $500; Miss Mary A. Stewart, Fresno, 30, $500; Mrs. Laura E. Stubbs, Whittier, 30, $500; Frederick Andrew Wagner, San Francisco, 30, $500; Mrs. Frances Jordan Wallis, Los Angeles, 30, $500; William Theodore Walton, Taft, 30, $500; Jane M. Ward, Oakland, 30, $500; Miss Monetha Woodard, Visalia, 30, $500; Mrs. Jenny Tucker Baker, El Monte, 19, $316.64; Benjamin F. Burnette, La Mesa, 16, $266.64; Mrs. Lulu L. Clark, San Francisco, 25, $416.64; Mrs. Eunice I. Davies, Sacramento, 18, $300; Ella Feeny Eldred, San Francisco, 20, $333.32; Mrs. Margaret Keddie Kahrs, Portola, 15, $250; Julia Beatrice Koenecke, Salinas, 20, $333.32; Mrs. Helen Hausch Lamb, Berkeley, 15, $250; Mrs. Helen G. Lane, Anaheim, 22, $366.64; Miss Ada Law, Loomis, 21, $350; Mrs. Elizabeth B. Lesher, Hayward, 23, $383.32; Mrs. Pearl Evelyn Longwell, Berkeley, 18, $300; Elizabeth Frances Mascord, Carmel, 21, $350; Mrs. Pearl Phelps Moon, Flournoy, 22, $366.64; Anne Marie Obermuller, Hayward, 16, $266.64; Mrs. Jessie D. Ogden, Tuolumne, 16, $266.64; Miss Emily E. Richardson, Susanville, 25, $416.64; Mrs. Emeretta C. Sybrandt, Bakersfield, 19, $316.64; Stephen Israel Watkins, Ramona, 24, $400; Mrs. Corinne King Wright, San Gabriel, 25, $416.64; Mrs. Lillie F. York, Templeton, 21, $350.

The Board adjourned to meet in joint annual session with the state teachers' college presidents, in accordance with Section 5.25 of the School Code, January 5, 1933, at the Chico State Teachers' College and to meet in regular quarterly session at its offices in the City of Sacramento, January 6 and 7.

Respectfully submitted,

V. Kersey, *Secretary and Executive Officer.*

Music of Many Lands and Peoples, edited by Osbourne McConathy, John W. Beattie, and Russell V. Morgan. Published by Silver, Burdett & Co. Price $1.52.

As told in the foreword, the title, "Music of Many Lands and Peoples," suggests the character and scope of the songs in this book. While composed largely of folk songs and art songs of many nations, most of the music is new to school use. Care has been taken to present selections technically simple, though there is enough of more advanced material to hold the interest and attention of well-prepared classes and special groups and to serve for school programs of various types. The book is beautifully bound in silver cloth. It is outstanding in its simplicity, yet having a modernistic design and lettering. The pages are smooth and easily turned, while all notes and printing, although not startling, stand out plainly. It contains many pictures, illustrating various songs, in black and white. The outstanding features of the book are the beautifully colored illustrations by Hans Larwin, Peter Helck, John Singer Sargent, and N. C. Wyeth. The many explanations and descriptions of various songs are entertaining and historical. In the back of the book is a page of dances which would be suitable for parties, etc.

"JEREMIAH"

This week's story book offering for wee babies is "Jeremiah," by William Maurice Culp, published by Harr Wagner Publishing Company. The book is a combination of story delight, repetition, rhythm—while simple, it carries adventure; while purely story, it has humane values; and while concerning a cat, it has a personality slant that causes the reader to enter into the life of Jeremiah and his master, Bobby Jack:

I belong to Bobby Jack,
For I am a cat—
A big blue cat—
And Jeremiah is my name.

Jeremiah, who is a big blue Persian, tells of his fun with his master, of his home, baths, and games, of going to school, of jungle beasts, of a cat show, and of a prize winner! "Jeremiah" is a book that mothers will adore reading to their little ones, who quickly will catch the harmonious rhythm and singsong and read the cat tale with mother. It's fun. The pictures, by Carleton D. Moore, are good —that means, in this case, extremely "catty," as they should be. They are colored and full of life and action. Large type completes the make-up of this ideal book for small folk.—*Ruth Thompson, alias Mother Hubbard, in San Francisco News, October 17, 1932.*

HIGH PRAISE FOR "JEREMIAH"

A big blue cat and his owner, Bobby Jack, romp joyously through the pages of "Jeremiah," a delightful book for a very small child, and a treasure for the child just learning to read. Its text is beautifully spaced in large clear type, and the rhythmic repetition of phrases is conducive to an enjoyable feeling of confidence. To hear a six-year-old read it with frequent pauses for delighted chuckles, relaxing when encountering familiar lines like the chorus of a song, then keyed to new excitement by the progression of the story, laughing over the attempt to "growl like a tiger cat, grr-grr," or, as Bobby Jack and the cat Jeremiah laugh together, "Purr-purr-ha-ha," is to decide that William Maurice Culp knew what he was doing when he wrote "Jeremiah." Carleton D. Moore illustrated with many colorful, simple drawings admirably suited to the text.

"Jeremiah," by William Maurice Culp. Published by Harr Wagner Publishing Company, San Francisco. Thirty-two colored illustrations. Bound in cloth. Price, 80 cents, postpaid.—*From Oakland Tribune, October 23, 1932.*

RAINDROPS

MARTHA PREBLE
Oakland, California

I love to watch the raindrops,
They seem to have such fun.
They hit the window with a splash
And down the pane they run.

Some come straight down and disappear
As though they thought they must.
Some run along the window sill,
Some patter in the dust.

I love to watch the raindrops,
I love them every one.
Rainbows are made of raindrops,
And colored by the sun.

LIBRARY NEWS

BY MAY DEXTER HENSHALL
County Library Organizer, State Library

Annual Report of the Sacramento County Free Library

BY MISS C. D. PROVINES,
Sacramento County Librarian

[EDITOR'S NOTE: The annual report of the Sacramento County Free Library by Miss Cornelia D. Provines, county librarian, was given front page space in the September, 1932, issue of the *Sacramento County Farm Bureau Monthly*. It is being reprinted in THE WESTERN JOURNAL OF EDUCATION through the courtesy of Clifton Davis, managing editor of the *California Counties Farm Bureau Monthlies*, which is the official publication for the California Farm Bureau Federation. Miss Provines has been a steady contributor to the *Sacramento County Farm Bureau Monthly* since May, 1928.]

INSTEAD of the monthly book talk, it has seemed desirable to give to our readers a summary of the annual report of the Sacramento County Free Library, for in these times of financial strain and fret it is more than usually necessary that the returns upon public expenditures should be clearly stated and carefully studied. A dollar as a dollar has no value in itself, as we learned in childhood through the old fable of Sinbad in the Valley of Diamonds. The important thing is the value received for the dollar expended. Judged by that standard, the Sacramento County Free Library has shown a most astonishing "turnover" during the fiscal year which closed on June 30, 1932.

Mere figures mean very little unless they present to the mind a concept, a mental picture of the activity represented, of which the figures are only the symbol, the outward sign through which to express in condensed form the reality of the thing accomplished. Therefore, in making this report we shall try to give something of the significance of the figures rather than to present them merely as a sequence of numbers. As the county library is used exclusively by the residents of Sacramento County, each reader may visualize himself as an active participant, or one unit in the sum of the whole; and if he will multiply himself to equal the total, he will begin to get a realization of the amount of activity involved and the value of the aggregate, thereby taking the result out of the realm of figures and applying it to the only thing which is of real significance — the maintenance and development of human worth. Books in themselves are of no more value than is the dollar in itself. It is only as we draw from them the knowledge, the understanding, and the wisdom which are the result of human experience that they become significant factors in our individual life and living, and when books are used in such numbers and such variety as are represented by the figures of this report, it becomes very clear that they are found to be a source of information, refreshment, inspiration, or help of some kind in the daily battle of life; and that as the battle grows more strenuous the need and demand for the aid given by and through books increases proportionately.

As few new books were available, two members of the headquarters staff have been sent out during the year to mend the books in the branches, this being much more convenient and economical than having the books sent in to headquarters and then returned. Sixty-seven hundred and thirteen books were resewed and reased, thereby enabling us to continue to make exchanges of books between the branches. It will probably not be possible to recondition so many books during the current year, as the heavy usage of last year has worn many books beyond the mending stage. It has been required during the year that a branch receiving a shipment of books should return an equal number to headquarters, unless the books sent were for some special use or requirement, as was often the case, many books for special study having been called for.

Two branches were discontinued during the year because of lack of use. It sometimes happens that a shift in population or other conditions may decrease the usefulness of a given branch, and when this occurs the branch is discontinued. Sutterville Heights branch was discontinued on February 23 and Sherman Island branch on June 7, 1932.

The most important development of the year was the opening of the new building for the Colonial Heights branch. The building, of Spanish bungalow type, was especially designed and built for library use and is leased by the county for the library. Pleasantly and attractively furnished, it fills a very great need. The garage which it had occupied since its beginning had been long outgrown. The new building was opened to the public on November 5, 1931, and despite the shortage of new books the circulation has steadily increased.

Two meetings of the branch library custodians have been held in Sacramento during the year. That on October 28, 1931, was for the custodians of the larger branches, for the discussion of the special problems of their work. On April 29, 1932, a meeting was held for all the custodians of the county, as well as the librarians and custodians of Amador, Sutter, and Yolo counties, for the purpose of visiting the State Library and becoming informed regarding the methods of the State Library for the loaning and returning of State Library books through the county library branches, this being an important part of the work of the branch library custodians.

A complete history of the Sacramento County Free Library from its inception in 1909 down to the present year was compiled and written by the County Librarian. One copy of this is kept on file in the Sacramento County Library, and one copy was sent to the State Library to be permanently filed with the histories of the other county libraries of the state. Twenty-six public addresses upon literary and professional topics have been given by the county librarian during the year, and monthly book reviews have been written and published in the Sacramento County *Farm Bureau Monthly* as well as in the *Farm Bureau Monthly* of nine other counties of the state. We desire to express here our appreciation of the courtesy of the *Farm Bureau Monthly*, as well as that of the newspapers of Sacramento City and Sacramento County, all of whom have been most generous in giving publicity to our annual reports and to any items concerning the activities of the county library.

The number of distributing points outside the main office is 113. Community branches, 29; deposit stations, 11; institutional branches, 4; schools, 69. One hundred and forty-two visits were made by the county librarian or her assistants to schools and branches during the year.

Only 1219 books were added to the general collection, of which 43 were gifts. Thirty two hundred and eighty-three books were discarded as outworn and beyond repair. Seventy-four hundred and nine books were sent to the branches and 6982 were returned from them. Number of books in the branches during the year, 28,025. Four hundred and seventy-eight books were borrowed from the State Library and 16 from other libraries in the state, to fill special requests for study and research. Twenty-five books were lent to six other libraries in the state. Books in the general collection of the county library now number 46,077, being 1639 less than last year. Periodical subscriptions in the branches were cut from 143 to 49 as a necessary economy measure.

But despite these reductions and restrictions, the circulation for the year reached an almost unbelievable figure, considering the number of both books and periodicals in proportion, and the fact that in the larger branches many of the books are for reference only and do not circulate.

Books: Adult, 275,625; children, 40,077. Periodicals, 60,366. Total, 376,068, a gain of 59,571 over the circulation of last year. These figures do not include supplementary books or the periodicals in the schools, for which we have no record of use, but only the general library books, or home reading for children.

Seventeen hundred and sixty borrowers were added and 847 relinquished, leaving a total of 13,618 borrowers in the branches. All of those relinquished were served for some portion of the year, so that the total includes only active borrowers now in the branches, and not the total of those who have made use of the library during the year, which would be 14,465. In the schools, 7415 pupils and 230 teachers were served. Total borrowers at close of year, 21,263.

For the school collection there were added: Supplementary books, 10,691; county teachers' library, 16; dictionaries, 400; maps, 39; encyclopedias, 70 volumes; music records, 61; globes, 6; chart, 1; books for project material. 62; home reading, 951. Total accessions, 12.297. There were discarded from the school collection as outworn: Supplementaries, 2736; map, 1; music records, 5; dictionaries, small, 21. Total discards, 2763. Present total in the school collection, including the county teachers' library of 689 volumes, 82,762. Total number of books in the county free library, 128,839.

There were shipped to the schools during the year: Supplementaries, 46,332; home reading, 11,567; dictionaries and encyclopedias, 1661; maps, 50; music records, 257; globes, 3; periodical subscriptions, 194. Total, 60,064. An increase over last year of 11,292 items.

There were retained in the schools from the previous year: Supplementaries, 10,044; home reading, 1792; dictionaries and encyclopedias, 2893; maps, 378; music records, 257; globes, 41. Total, 15,405. Total items used by the schools during the year, 75,473. Fourteen hundred and ninety-nine visits were made to headquarters by teachers for the purpose of choosing material for their schools or classes.

Making the Most of Books

OF ONE THOUSAND CHILDREN who enter school, 657 finish the grammar school. 343 enter high school. 72 enter college, and 23 are graduated from college.

These figures are taken from Leal A. Headley's book "Making the Most of Books," just published by the American Library Association.

One naturally assumes that practically every one of any one thousand children who enter school learns to read; that is, learns the mechanical processes required to recognize

the printed word. But how many, even of those graduated from college, 23 out of every one thousand, learn to read rapidly and effectively, learn to draw the meat from a book as one draws juice from an orange?

To help those who realize a lack in their own reading ability and want to improve it, those who wish to learn easily to use books as tools, Doctor Headley's volume has been written. While it is directly addressed to those who are in college, it is equally interesting and useful to those who are not. Under such headings as "Recognition in Reading," "Elaborating and Evaluating What Is Read," "Rate of Reading," and "Concentration in Reading," the author lays down clear and definite steps, by following which anyone can improve his reading ability. And in seven chapters devoted to the "Technique of Handling Books" he introduces the resources of a good library and the best ways to get at them.

This book is not for the scholar—he has no need of it. But for everyone else who ever reads a book or who thinks that sometime he may, Doctor Headley's volume holds out a strong and friendly guiding hand.

Meeting of Eighth and Ninth Districts, C. L. A.

The annual meeting of the eighth and ninth districts, California Library Association, was held at a one-session dinner meeting at the Tremont Hotel, Red Bluff, on Saturday, October 10. Miss Anne Bell Bailey, librarian, Tehama County Free Library, and president of the joint dsitrict, had prepared a very interesting program. She was assisted by the secretary, Mrs. Neva Hornbeck, librarian, Herbert Kraft Free Library, Red Bluff.

More than one hundred visitors and Tehama County people were present. Practically every organization in the county was represented at the meeting. G. L. Childs, member of the Tehama County Board of Supervisors, welcomed the visitors most graciously. Visiting librarians, custodians of Tehama County Library branches, and representatives of county organizations were introduced to the assemblage by Miss Bailey.

From the standpoint of the layman, Senator John J. Moran of Corning spoke very convincingly on the subject, "The Free Public Library—A Necessity."

The principal address of the evening was made by Miss Mabel R. Gillis, State Librarian, whose subject was "The Free Public Library—A Luxury or a Necessity." She gave most impressive figures showing the marked increases in the use of the public library everywhere in California, notably during this period of enforced leisure through unemployment. She said that patrons of the library have been helped to think better and live better. Any doubts the audience may have had as to the public library being a necessity were dispelled by Miss Gillis in her able presentation of the subject.

Sunday a number of the librarians spent the day on a trip to Lassen Volcanic National Park.

California School Library Association

A council meeting of the California School Library Association, northern section, was held in Fresno at the Hotel Californian on Saturday, October 22. The meeting was called to order at ten-thirty by Florence Baker, Technical High School, Oakland, president of the association. Committee reports were read. Routine business and discussion lasted until noon.

More than sixty persons attended the luncheon, sponsored by Margaret Girdner of San Francisco. Doctor Carl P. Russell, author of "One Hundred Years in Yosemite" was the speaker. His topic was "Interpreting National Parks." His lecture was illustrated with colored views of Yellowstone National Park. Books concerned with the West and the national parks and others for juveniles were exhibited.

In the afternoon, round table groups for elementary school, junior high school, senior high school, junior college, and teachers' college, met until four-thirty. The sessions ended with an inspection of the libraries in the local schools.

THE NEWER CHILDREN'S BOOKS

Selected by Wilhelmina Harper

For Younger Children

Martin, the Goose Boy, by Marie Barringer. Doubleday. Price $1.75. Charming story of the Black Forest and of the little boy who helped his grandfather, the toymaker. Petersham illustrations. Grades three and four.

Puppet Parade, by Carol Della Chiesa. Longmans. Price $2. Pinocchio himself is the hero of this jolly tale of the marionettes and their adventures. Grades five and six.

Apis the Hive Bee, by Nina A. Frey. Stokes. Price $1.25. The life story of the bee simply and clearly told in pleasing narrative form. Graves four to six.

Wagtail, by Alice C. Gall and Fleming H. Crew. Oxford. Price $2. Very entertaining and instructive story of a little tadpole and his friends. Large print and Kurt Wiese illustrations. Grades three and four.

Pepi and the Golden Hawk, by Vera C. Himes. Crowell. Price $1.50. Many strange adventures befell brave young Pepi, the king's son, when he ran away to see the world. Splendid illustrations in color. Grades three and four.

Nicodemus and His Little Sister, by Inez Hogan. Dutton. Price $1. Merry tale of two little negro children, with mirth-provoking illustrations. Grades two and three.

Number Ten Joy Street, edited by Michael Lynn. Appleton. Price $2.50. The tenth annual "medley of prose and verse for boys and girls," chiefly by English authors. A very attractive volume. Grades five and six.

At the Zoo and at Home, by James L. McCreery. Stokes. Price $1.75. Valuable book of information about various kinds of animals, with numerous illustrations and brief text. Grades five to seven.

Tales Told in Korea, by Berta Metzger. Stokes. Price $1.75. Fascinating folk tales from Korea, of value both to storyteller and child. Grades four to six.

Peter-Kroak, by Louis Moe. Whitman. Price $1.50. Lively story of the battle between Frogville and the robber mice. Expressive Moe pictures in color. Grades two to four.

Lin Foo and Lin Ching, by Phyllis A. Sowers. Crowell. Price $1.50. A glimpse of life in China is given in this engaging story of the adventures of two orphans who find a happy home. Grades four and five.

Around the World in a Mail Bag, by William Siegel. McBride. Price $1.75. Tells how a letter, written by a boy and girl to their father, travels over the world before it reaches him. Many interesting pictures in color. Grades two to four.

For Older Boys and Girls

Juma of the Hills, by Erick Berry. Harcourt. Price $2. Juma is a brave African village girl who is stolen from her tribe, but returns in safety and wins the confidence of her people. Grade eight and high school.

Garram, the Chief, by Herbert Best. Doubleday. Price $1.75. How courageous Garram of the African Hill tribes rescues his men and becomes chief. An excellent tale of adventure and daring. Grades seven and eight and high school.

Ships in the Bay, by D. K. Broster. Coward. Price $2.50. Another stirring historic and adventure tale of the early days by the author of "The Flight of the Heron." High school.

Experimental Television, by A. Frederick Collins. Lothrop. Price $2.50. "A series of simple experiments with television" and how to make a complete home television transmitter and receiver. High school.

The Best Stories of Exploration I Know, compiled by John C. Minot. Wilde. Price $2. This collection of stories relating the heroic efforts of noted trail blazers will be welcomed by the boy reader. Grades seven and eight and high school.

Boy Scouts of the Grand Canyon, by Walter P. Eaton. Wilde. Price $1.75. Another lively Boy Scout tale by a popular author, with several photographic illustrations of this wonderful canyon. Grades six to eight.

Ghosts of the Scarlet Fleet, by E. R. G. R. Evans. Farrar. Price $2. Spirited tale of sea warfare and search for hidden treasure, with a villainous pirate band overcome by the brave men of the Scarlet Fleet. Grade eight and high school.

Katrinka Grows Up, by Helen E. Haskell. Dutton. Price $2. Continues the story of "Katrinka," the beloved little Russian girl, and will charm the reader as readily as the earlier book. Grade eight and high school.

Twin grizzlies of Admiralty Island, by John M. Holzworth. Lippincott. Price $2. Accurate portrayal of Alaskan grizzly bear life in absorbing narrative form. Photographic illustrations. Grade eight and high school.

Lone Cowboy, by Will James. Scribner's. Price $2.50. New edition in the beautiful Scribner's "Illustrated Classics" series, with this famous author's illustrations in color and black-and-white. High School.

The Christmas Nightingale, by Eric P. Kelly. Macmillan. Price $1. Three lovely Christmas stories of old Poland by a noted Newbery Medal author. Grades six to eight.

[Continued on Next Page]

THE NEWER CHILDREN'S BOOKS

[CONTINUED FROM PAGE THIRTEEN]

For Younger Boys and Girls

TROOPERS THREE, by R. G. Montgomery. Doubleday. Price $2. This interesting story of the woods relates the experiences of three orphaned bear cubs. Grades five to seven.

THE GOLDFISH UNDER THE ICE, by Christopher Morley. Doubleday. Price $1. Very amusing tale of a little dog's Christmas Eve adventures. Illustrated by Kurt Wiese. Grades five to seven.

ERIC AND SALLY, by Johanna Spyri. Crowell. Price $1.50. The author's usual ability is expressed in these appealing stories of children in other lands. Grades five to seven.

ROUGHY, by Diana Thorne. Putnam. Price $1. A spoiled little dog ran away from his comfortable home and had many sad experiences before finding his way back again. Grades three and four.

PAPPY KING, by Annie-Vaughan Weaver. Stokes. Price $1.50. Humorous stories in picture and verse told by the old negro, Pappy King. Grades four and five.

THE FOUR YOUNG KENDALLS, by Eliza O. White. Houghton. Price $1.75. Very pleasing story of the everyday life of a group of happy children. Grades four and five.

THE TREASURE IN THE LITTLE TRUNK, by Helen Fuller Orton. Stokes. Price $1.75. Relates the interesting adventures of a New England family who journey westward during early pioneer days. Grades five to seven.

THE BRIGHT FEATHER, by Dorothy Rhoads. Doubleday. Price $2. New folk tales from Yucatan, both interesting and well told. Grades four to six.

TWO BOYS, by Lincoln Robinson. Doubleday. Price $1.50. All about the wonderful times two brothers have on a farm where they learn no end of interesting things. Grades four and five.

THE LITTLE YELLOW DOG AND A LITTLE WHITE BEAR, by Dorothy Sherrill. Farrar. Price $1. The Teddy Bear and his dog have a fine time at the beach. Grades one and two.

WESTERN SCHOOL NEWS

W. H. HANLON, a member of the State Board of Education and County Superintendent of Schools of Contra Costa County for more than twenty years, passed away recently under mysterious circumstances. His body was found in the water near Martinez, Cal. Mr. Hanlon was a progressive, aggressive educator. He had the respect and friendship of the leading schoolmen of the state.

COUNTY SUPERINTENDENT O. F. STATON of Sonoma County was found dead in bed in his home recently. Mr. Staton attended the convention of superintendents of schools at the Fairmont October 11, 12, and 13, and was considered one of the most popular superintendents in the state. His death removes from the leaders of education one of the most active and efficient of our country's superintendents.

BRYAN O. WILSON, principal of the Pittsburg Grammar School, has been appointed to succeed the late W. H. Hanlon as Superintendent of Schools of Contra Costa County.

DEPUTY SUPERINTENDENT OF SCHOOLS of San Francisco J. C. McGlade has sent out a very attractive program and invitation for the California Schoolmasters banquet at Hotel Fairmont Tuesday, November 22, 1932.

SHEARWATERS

T. S. MACQUIDDY,
District Superintendent, Watsonville, California

A DARK CLOUD spreads and furls
In bending, looping curves
Low over a burnished bay,
Rich set with living pearls.

Coarse calls make harsh discords
Through tuneless thresh of air,
But the sea is full aware
The voice is not her Lord's.

The pretending storm's feigned flakes
Hurtle down and upward bound.
Each splash means theft of gems,
And glutton his portion takes.

The chaste and gentle waves,
Ashamed of rape and gorge,
Appeal to the horsemen of night
Who charge and rout the knaves.

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THE COLUMBIA THEATER

Franz Lehar's world-famous operetta, "The Merry Widow," will be presented at the Columbia Theater, beginning November 14, under the direction of Karl Hajos, well-known composer. There will be sixty singers in the company and an orchestra of thirty. Among the important singers are: Ruth Gillette, Alex Callum, Florinne McKinney, Herbert Evans, Emily Hardy, Roland Woodruff. Max Dolin has been specially engaged to appear with the carefully selected thirty soloists. Karl Hajos is credited with the composition of seventeen successful operettas, and he produced in New York the highly successful "White Lilacs."

The production of "The Merry Widow" will bring back tuneful memories of the past. It will appeal to those who enjoyed it when it was first produced and to all those who enjoy the fascinating melody of the operetta. It is an opportunity that should not be missed. Teachers and students should not fail to attend. They will enjoy this fine example of tuneful melodies. Timely prices: Evenings—lower floor, $2; mezzanine, $1.50; balcony, first five rows, $1; remainder, 75c. Plus tax. Matinees Wednesday and Saturday, $1.50 to 50c. Please enclose self-addressed, stamped envelope with mail orders.

The Columbia Theater is located on O'Farrell near Powell Street, San Francisco, and is under the management of J. J. Gottlob and Ralph Pincus.

The Filmarte, across the street from the Columbia, continues to give a choice selection of films of the most interesting and entertaining type of German musical comedies. Admission 50 cents. Performances daily.

NATURE LESSONS

Karl S. Hazeltine, who is writing a series of nature study articles for the Journal, was born in Prescott, Ariz. He was fortunate in having a father who delighted in taking his family out into the woods and mountains. For years the family would go camping every summer. In this way an early desire to know more of the things of nature was developed.

After coming to California as a lad of about ten years of age, he went through the schools at San Jose, Cal., and then to the University of California. Later he received his master's degree at Stanford, and finally went to Cornell University, where he completed his work for his doctor of philosophy degree. While in the East he worked with Doctor E. Laurence Palmer, one of the most enthusiastic nature study men of today. He had the opportunity to know Mrs. Anna Botsford Comstock, Doctor Liberty Hyde Bailey, William G. Vinal, and many other leaders in the field of nature education.

Doctor Hazeltine has three hobbies in connection with his work as teacher of nature study at the San Jose State College. They are children, the out-of-doors, and giving the former a chance to know the latter.

In his home he has three boys and two girls, so he knows what children like to do and he believes in activities for them. If the children become interested in nature activities when they are young, these will develop into hobbies which will make for later pleasure.

Besides his work at the college, he has taught extension classes in various cities about the Bay Region. The first lesson on "Seeds" will appear in the December issue of the magazine.

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THE WESTERN JOURNAL of EDUCATION

News and Comments -- By Harr Wagner

The Season's Greetings—A Merry Christmas and a Happy New Year from Bethlehem to Washington is a universal language and "Peace on Earth, Good Will to Men" is a universal thought. The spirit of giving has the most wholesome significance of modern civilization. The Church, the Red Cross, the Community Chest, and the care of the unemployed by the governing boards of hard-boiled towns, cities, states, and the nation, have placed the Star of Bethlehem in the American flag.

Honorable Vierling Kersey—The official publication, *California Schools*, of the State Department of Education contains the season's greetings by Vierling Kersey. It is a touchstone in brilliancy of thought, optimistic in tone, and charming in its simplicity. He says in part:

During this season can we not subordinate consideration of material matters and radiate the spirit of this holiday season? Let us in all our relationships display that cheerfulness that betokens a generous spirit and a kindly heart.

Let us be optimists in the face of whatever adversity confronts us. No man can control the ebb and flow of the tides, but he can by intelligence make them serve his needs. So let us intelligently meet present conditions with a determination to make them serve the needs of education. Let not the imminence of the present distort our perspective of the future.

Success and failure, riches and poverty, happiness and sorrow are all comparative terms. In its final analysis each is dependent on the state of mind of the individual who makes the evaluation. In our endeavor to better human relations through education, let us do more to dispel the spirit of discontent. Let us understand and teach the philosophy, "If Winter comes can Spring be far behind?" We cannot give way to despair and maintain leadership. We cannot defeat destruction except we be constructive. Let us then face forward with the courage to do for education those constructive things which make for a better tomorrow.

Tax- and Government-Conscious—We have lived through five severe local and national depressions. Never before has such a large majority of the people been conscious of the inability of our financial, economic, and educational leaders to solve their problems. The people are so conscious of the needs of the unemployed and dependents that they vote bonds, special taxes, etc., ten to one. The inhibition against new enterprises is so great that initiation is killed at the starting point. There is no planning for the future. People are waiting. There is a moratorium on everything but debts. Obligations must be met —schools, hospitals, public institutions, and other enterprises must be maintained. In the meantime we await the great leader. A new Moses who will take us out of Egypt into the land of Canaan. Perhaps that is a bad figure of speech, for we are already in the promised land that flows with milk and honey. What we need is a man as strong as Samson, and maybe as blind, but with the strength of his long flowing hair, who will lead us to a proper understanding of the problems of a righteous distribution of the gold and the silver and the produce and the untold wealth of material that our country and its people produce.

Good Textbooks—P. Blakiston's Son & Co., Inc., of Philadelphia are giving a real service in sending out attractive messages in the interest of better learning. One of the recent cards states "There is no substitute for the personal ownership of good textbooks." Another statement places special emphasis on "Facts cannot be organized or mastered by the average student simply by listening to lectures. He must learn through the eye —the textbook way. The student who invests his money in recommended books multiples his chances of success. The teacher who insists that his students have their own personal textbooks is an apostle of true economy."

Topics for Composition—Roland A. Welch, head of the language department, Durfee Intermediate School, Detroit, Mich., for the past two years, has been in charge of language instruction at Miss Swope's summer school sessions at Long Beach and Santa Cruz. One of the subjects for discussion this summer was based upon the two following questions: "How can a teacher find interesting topics for written composition when the children live colorless lives of sameness in a community interested only in the problems of making a living?" and "When the children in my school go home, they have to take care of younger children and do simple chores about the ranch until time to go to bed. Where will they find inspiration for composition there?"

In a discussion of these two questions of how to secure better theme topics for written composition, Mr. Welch expressed his belief that the teacher as well as the pupil makes a mountain out of a molehill in not recognizing the wealth of material at hand. A Lamb, a Patri, would take the incidents of daily life, in town or country, considered drab to less imaginative minds, and weave a delightful essay. The passing of the street-cars, the milkman, the alley cat, the broken piece of pavement—a thousand and one things in the city; the cow with one horn, the washing of dishes, the time for going to bed, the planting of the potatoes, in the country. Intimate topics—yet it is the art of the teacher to make them seem valuable for composition exercises. What we write is bordered by our experiences. And it is true that the minds of many children do not grasp the significance of things, and vocabularies are limited, but it is the duty of the teacher to make the pupil realize that a good composition can be a theme written upon something of which he has full knowledge.

Seeds, by Karl Hazeltine, San Jose State Teachers College.

Pages three and four

Over 37,000 teachers belong to the California Teachers Association

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1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
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   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities, shown on the above graph, and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership September 12, 1932, was 37,145.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XXXVIII, NO. 12 | SAN FRANCISCO, DECEMBER, 1932 | PRICE 15 CENTS

A LESSON ABOUT SEEDS

BY KARL HAZELTINE

San Jose State Teachers College

A Word to Teachers—First it should be stated frankly that these simple articles are written to help you teachers with your nature work. They are purposely nontechnical and not exhaustive. It is presumed that after deciding on a project, you may even turn over this material to your older children, allowing them to choose the activities which best suit their own interests. In every case the work should be carefully checked by the teacher in order to make it effective, but do not stifle the child's initiative. Let him feel that it is his problem and that you are vitally interested in the outcome of his efforts. There is no way to increase the interest in the pupil which is as effective as to make him conscious that he is adding something to the subject being studied. Do not take the attitude that you know the answer already and are making him work for some matter of discipline.

In all the work in nature study search for and emphasize the worthwhile outcomes, which may be attitudes to be developed or lasting interests which may lead to ultimate scientific research, or pleasant use of leisure time in the form of hobbies, along with facts to be learned.

The activities are of varying difficulty. Some simple enough for the kindergarten children and others hard enough to cause the older students to expend thought and effort. Notice also that they may require manual work as well as thought.

Why Study Seeds?—If you were to find a chest and you knew that some old pirate had stored his treasures in it, you would want to know something about the chest and what it contained. The seed is the treasure chest of those plants which produce seeds. Yes, there are some plants which do not produce seeds, but of those that do have seeds you will find that they have hidden treasures in the seeds. The material in the seed has been stored there by the plant as it has been growing all season long.

This month is November. If you were to ask any boy or girl what day comes in November he would say Thanksgiving Day. Imagine his surprise if you were to tell him that if the plants had not stored up food in their seeds for the little plant germ or treasure within, there would not have been any first Thanksgiving Day. It is a fact. If the Pilgrim Fathers had not been able to grow plants which in turn would store up food then there would not have been any corn for their storehouse and they could not have been thankful for the fact that they had food for that first winter.

Seeds furnish much of our food. Tomorrow when you go to breakfast see how many things there are on the table which are made from seeds. Toast, oatmeal, Shredded Wheat, Pep, Post Toasties, Grape Nuts, and many more would not be possible without seeds. This in itself would be reason enough to study them. There is another reason.

Many plants depend upon seeds to develop new plants. As a matter of fact, the plant stores the food in the seed for the little germ to use and we use it. Try to think how many plants you know that are reproduced by means of seeds. What would the country around your city look like without plants? This is an added reason for knowing about them.

Most of the houses in your town would not be as attractive if they were not painted. Most of the paint which is used on our buildings contains oil from seeds. Even castor oil, which our parents and the doctors want us to take and which we dislike, although it often makes us well if we have eaten too many green apples, is the gift of seeds.

But aside from all these reasons, it is fun to study seeds, because one likes to know the things he sees—likes to know one seed from another.

It is well for us to define what we mean by a seed. Anyone could give an example, such as corn, squash, or bean seeds. There are certain things that all seeds have. One dictionary says that a seed is that part of a plant which contains the embryo of the future plant. See what your dictionary says. In most of the seeds we find besides the embryo or germ some food stored to sustain the little plant as it is becoming established in the soil. Then the whole is surrounded by a protecting coat. Notice a bean seed and see if you can find these parts—the little plant germ, the food material around it to help it get started, and the outer coat for protection.

Kinds of Seeds—You have found that the food in the bean and such seeds is stored in two parts which break away from each other when you remove the outer coat. Does this happen in the corn? No, it does not. The reason is that in some seeds the food material is stored in two parts—these are called dicotyledonous seeds. Di means two and cotyledon means seed leaf. What do you think about the corn seed having just one seed leaf and being called a monocotyledonous seed? What does mono mean then? Yes, you are right, it does mean one. Most of the common seeds are either monocotyledonous or dicotyledonous. The food material in them may be very similar, but when one of them develops it will have leaves with parallel veins like grass, whereas the other will have leaves with net veins like the peach or the maple. These characteristics are determined by the material in the embryo. The outer coat does not make much difference in the actual development aside from the protection it gives the embryo. The embryo has characteristics of the parent plants.

In seeds we find many different shapes and sizes. Some are round and others are flat while still others are oval. The color of seeds also varies. Some are red, some black, some white, and some other colors. In beans we may have some black, or white, or red, or speckled. It is hard to know one seed from another unless you have given some time to noticing such things. Look at several of the common vegetable seeds until you know them apart. Then try them on your friends in the class.

Seed Dispersal—Seeds would not be of much use in the propagation of new plants if every seed fell below the place where it was borne. There would then be too many together and they would be shaded by the older plant so that many, if not all, would be choked out.

The way in which seeds are scattered is important and nearly every plant has some way in which this is insured. The common ways may be listed as follows: Seeds that are round and which roll some distance when they fall; seeds that float on the water because they are light or have some outer material which causes them to be buoyant; those which are thrown by the pod as it springs open; those which have down and are caught by the wind and blown through the air; those seeds which have hooks or spines which catch into the fur of animals and clothes of people; and the seeds which are small and have edible fruits surrounding them. These may be eaten by birds and the seeds being so hard that they cannot be digested are dropped and in this way find their new home.

See if you can find examples of each of these kinds of seeds. It may be that you could work out a little play in which the different seeds would be represented by children. One might come in dressed as a tramp and he would be like the burs who steal a ride; another could come rolling in and he might represent a buckeye seed which rolls some distance after it strikes the ground.

Germination of Seeds—After a seed is properly formed by the plant and has been fertilized in this process, it contains all the characteristics which will be found potentially in the plant that is formed from it. The seed is itself then ready to grow if the proper conditions shall exist. There are just three factors which are necessary for the seed to have in order to develop into the new plant. The period between the time that the seed begins to germinate until it is established in the soil we shall call germination. The factors that influence germination are a certain temperature, moisture, and oxygen. Some seeds may begin to germinate without oxygen, but they generally mold or rot. If this is true, you will see why the boy or girl who is trying to make a garden will spade the ground carefully so as to allow the soil air to get to the seed, will try to have the garden in a sunny, warm place, and will water the seeds if necessary to give them the proper moisture.

As the seed takes up the moisture it begins to swell. After a little time the seed coat will burst and allow the little germ to find its way out of the seed. Different seeds will develop in different ways. Some will send the part which is to be the root structure down into the soil and then the whole seed will be pulled up above the ground. The bean is a seed of this kind. Other seeds will remain in place and the stems and leaves will grow upward and the roots will grow down into the soil. In either case the food in the seed is slowly used for the nutriment of the little plant. After a while the plant is able to produce green leaves and can manufacture its own food from the water taken in through the roots and the carbon dioxide from the air and in the presence of light.

Uses of Seeds—It has already been pointed out that seeds are the most concentrated food produced by plants. If one should want to feed horses, cattle, hogs, or other livestock concentrated foods, he will use oats, or barley, or corn, or some other seeds. Man also depends upon wheat or rye or some seed for the flour which makes the bread which we have come to speak of as the "staff of life." It is true that we need to eat other forms of plant material, such as the leaves of lettuce, the roots of carrots, the stems of rhubarb and other plants, because they supplement the concentrated portion of our diet.

Seeds are used in the process of obtaining new varieties of plants. By crossing the flowers which later produce the seed, one may get a series of different characteristics in the new plant from those which were in either of the ones used in the cross. This will be discussed in detail at another time.

Seeds are used to sow new fields, to produce more plants for food, and some seeds are used to grow flowers that we may beautify our homes and streets.

Try to imagine what the result would be if there were no seeds for a period of time such as a year.

Things to Do With Seeds—Growing seeds in the schoolroom—

Eggshell gardens are attractive and give the younger children a chance to watch the development of seeds. Collect as many eggshells as you may need, either at home or from the children. Break them near the pointed end so that they will have space for the soil. At the broad end make several holes for drainage. Place the shells in a box of sand so that they will remain upright. Place soil in the shells and then plant a seed or two in each. Do not make the mistake of planting them too deep. Set the box in a warm place and keep it damp. Let each child watch his own garden. Small seeds such as carrot, lettuce, or spinach are good for this.

A pine cone which is inverted so that the scales will point upward will make a very good receptable for seed growing. Sprinkle some grass seed or if more convenient some bird seed in between the scales. Let this stand in a warm place and keep it moist and in time one will have a very attractive centerpiece.

A sponge may be filled with flaxseed, and if the conditions are kept optimum the seed will grow; and after a while the whole may be hung up to resemble a fern basket.

A buckeye seed placed with the scar downward in the top of a milk bottle full of water will grow into quite a plant if the water is kept so that it will touch the seed at all times.

By using two pieces of glass of the same size and some rubber bands a device for the observation of germination may be made. Lay one piece of glass down on the desk and place a piece of cotton wadding of the same size on it. A few pieces of blotter may be substituted for the cotton if desired. Sprinkle the seeds you desire to germinate on top of the cotton or blotter. Place the second piece of glass on top of this and put the rubber bands around both pieces of glass. If there is any danger of cutting the bands by the sharp edges of the glass put a strip of cloth over the glass first. Now set the whole thing in a shallow pan of water on its edge. Watch the water rise up in the cotton or blotter. Note how the glass spreads as the seeds take up the water. See what actually happens to the seeds. Do the roots grow up or down? How do the stems grow?

A Seed Alphabet—Have the children make a seed alphabet. One may say A is for aster, another may think of a seed for B, and so on.

Make a list of all the seeds which have been used for the production of starches or for oil. A list of seeds which are used for chicken feed.

Make seed animals. By using a large white bean seed and making a white thread tail from one end and ears of loops of thread from the other, with a whisker or two of thread ends, one may make a real lifelike cat. Use apple seeds and black thread to make the mice. Fruits such as that found on the maple tree may be the basis for a fly.

Collect all the seeds which you can find. Determine how each would be scattered if it were allowed to remain in nature.

Make a seed chart. Small medicine vials may be used to contain the seeds and these fastened to a card properly labeled, or a glass tube may be cut into lengths by scratching the glass with the file at the place you desire to break it and then by attempting to bend it at that point. Use a piece of cloth around the tube so you will not cut yourself. Put some cotton in the tube and then some seeds and then more cotton. The ends of these tubes may be inserted into holes which have been bored in two pieces of wood so that there will be a piece of wood at the top and bottom of the rows of tubes.

Small children enjoy stringing seeds to make a necklace or chain. Seeds such as pumpkin or sunflower may be used.

A game which will correlate the matter of counting and numbers with seeds will give the children much amusement. Give each child a certain number of seeds. Some corn, some bean, and some peas, or other seeds. The first child holds his hand out with some corn seed in it. He asks the next child to guess how many kernels he has. The child guesses. If he guesses right he gets the seeds. If he misses, then he must give the first the difference in number. Suppose that the one asking had ten seeds in his hand and the other guessed five, then the latter would give the first five seeds. Have the bean seeds each equal to five corn seeds and the peas each equal to five bean seeds. In this way they may make change and become familiar with number combinations.

THE LITTLE GRANDMOTHER

by DOCTOR M. MADILENE VEVERKA

[The American public and the world generally knows the story of Ekaterina Breskowskaya, the Russian revolutionary, who spent thirty-five years of her life in a Siberian prison. Her story is well told in "The Little Grandmother of the Russian Revolution," by Elsie Blackwell, published by Little, Brown & Co.]

It was in August, 1930, after completing my work at the university, that I learned that it would be possible to visit Babushka. Everyone knows when you say "Babushka" you mean Ekaterina Breskowskaya, the Little Grandmother of the Russian Revolution.

It was upon the chicken ranch of Mr. Archanglsky in Czechoslovakia that I met her. Babushka knew that an American wanted to visit her and sent word that I might come. After a long bus ride and, what seemed to an American, an endless walk in the middle of a vast meadow, I came to the chicken ranch. It was a surprise, indeed, to find a bit of California set down right in the middle of Europe.

The house on this ranch is a large concrete one, very spacious and severely plain. Madam Archanglsky is a fine Russian woman who presides over this household. The husband is an agriculturist and is carrying on an experiment in chicken raising. The day I came, there arrived from California a fine thoroughbred cock and three hens. The household was much excited to receive these distinguished Californians. And I came straight from California, too.

The Archanglskys knew Babushka in Siberia where they were prisoners together for years. When the Russian Revolution came, they, with the rest of the political prisoners, were liberated. The Archanglskys came to Prague and, having established themselves, invited their old friend Babushka to make her home with them. While Babushka is a revolutionary, she doesn't belong to the school of the present Bolshevistic philosophy and so, being as prominent a woman as she is, there was great difficulty in her escape from Russia; but finally with the aid of friends, among whom were her old friend Kerensky and Doctor B. Morkovin of our own city, she reached the home of her old friends at the little chicken ranch.

It was indeed a significant moment when I shook hands with this dear little grandmother eighty-seven years old. She is a cheerful, animated person, with the bluest blue eyes that ever looked into a human soul. You look at her and you wonder how such a sweet personality, how so human a little woman could be the great revolutionary dynamo that made all of czaristic Russia stop to take note of her. It is no task to get acquainted with her—she just knows you and has always known you. We spoke English part of the time because, out of courtesy to me, she shifted the conversation in that way, but we drifted over into the German, then the Russian and again the Czechoslovakian language, as our attention was turned to incidents in those countries.

It was difficult for me to see this little old lady in such a bare, simple room. The walls without pictures, the floor without rugs, no rocking chair—only severe straight-backed chairs. The center of interest in the room was a large office desk—a desk much like those used by our principals in the schools in America. The desk was covered with many magazines representing a half-dozen countries. There were books in several languages and unfinished letters and articles that she pointed to.

She was very enthusiastic and happy to greet an American, almost nervous in her desire to ask questions about us and to tell me about herself and her work. In the corner of the room stood a box, a well-known American paper carton. She pointed to it and said, "See, that is from some good American friends who sent me clothing for my refugee children. I have two lovely homes for them, one in Uzhorod and one in Mukcuvo in Sub-Carpathian Russia. You must see them. They are fine children and I must take care of them for they have nobody but me."

Babushka's friends are kind to her, and now and then gifts of money and clothing come. She sends everything to these orphans. Even the royalties from her books and magazine articles, every cent goes to her children.

When I sat down she drew her chair very close to me. She took my hands and like a girl she laughed and said, "Oh, my friend, it is so good for me to see you, to sit beside you, and to have you here with me. You came clear from America and you have taken the time to visit old Ekaterina Breskowskaya. How is it in America? Are you all happy and prosperous? You are such a wonderful people."

I told her that we are not so prosperous as we used to be, but that we are trying hard to be happy. We talked at some length; then I asked her what she thought of the present régime in Russia.

"Russia is not ready for this, not for many years yet," she said. "The schools are not developed for the children, but they are turned to the purpose of the party. They lose sight of the fact that education takes time for growth and they want to rush children through this training, imagining they can speed up evolution." And then she spoke in detail of what she knew of conditions both as she observed them and as she had studied them since leaving.

I asked her then, "Babushka, what are you most interested in in the world?"

Immediately she answered, "People, of course. Why, people are the most interesting things in the world. People—because in them is the possibility of growing better and better. This is especially true of children. Yes, I believe in people. I believe in their progress. If we study the past history we can see what progress has been made. We must not be impatient or discouraged. In just one short lifetime like mine we can see what progress and development humanity has attained. I have no love for, nor interest in, gold and I have never had. I care nothing for material things. I love noble souls and fine characters. I can today fill my imagination with noble and fine ideals that I have gathered in these years that I have lived with humanity. I have had also much to do with people—they have been noble souls—and so I have never had any liking for frivolous things, even from my childhood. I got this bent from my father and mother, who were wonderful characters. My mother was not indifferent to world questions and problems even in her far-off day and my father was a great inspiration to us all.

"If I could only see always," she said; "but I could not be unhappy even should my eyes and my ears fail me, for I could still think of my people, knowing that it will be ever better with things as time goes on. My people—the Russians—are child-like characters. They believe easily, especially in the good that is promised.

"Socialism is, of course, my idea, but even so I want my people to be free, and we must work if it is to be possible. The present régime does not mean freedom. I will return to Russia, perhaps in a few months, perhaps in a few years. You see, I love my people because I can understand them and you cannot talk to people in terms which they cannot understand. I love America and Americans. They have made so much in my life possible. And you are an American. Oh, I am so glad you came to see me.

"What is wrong with the world, you ask me, my dear? Oh, this is wrong—we are not all working! We must all work, and when we all work we will cure the world. I shall be eighty-eight years old on my next birthday. I have worked every minute of those eighty-eight years. Just think what it would mean to me to be eighty-eight years old and be able to go back to Russia to see my people. I hope I shall be able to see when I go back, because on dark days I cannot discern things very clearly.

"I notice one thing about the Americans, and that is that often women who do a great work in America do not marry. I suppose they become so involved with those big human problems that they lose sight of their own private lives."

I asked Babushka if she were happy here at this ranch in the meadow.

"Oh, yes, I am happy here. I never need to go out because I have such a rich life thinking about life, wondering what is coming next, and enjoying all that I have seen of human progress. I have seen so many fine things that people have done. Of course, I wonder a little now and then what will become of

my orphans way over there in Sub-Carpathian Russia. Times are so hard that it is difficult to get money for those children, and so I wonder a bit lest some of those fine young people may not be able to finish school. Education, my dear, education must mean that we get more understanding of life, that we become impersonal, and that we attain a skill in wide service. As we grow to understand better, we are more at peace with ourselves; and with peace about us, we are glad to work for our generation.

"Do I know President Masaryk? Yes, I know him well, personally. He is a man of the greatest spirit. He is a great statesman, a great philosopher, and a great human being. He knows the problems and is steering his nation well.

"I think that we must contact people in order to understand their lives and get their point of view. To know a thing intellectually is not enough. We must get at the soul of personality to really know. To get at the human soul one must work with people. When we work together on a great problem we come close together. It is a great thing to be a philosopher, but it is a far greater thing to be a humanist.

"What do I think of Tolstoy? Well, Miss Veverka, we have in him a great writer, but he was only a theorist. He was an artist. He did not know human souls very well. He knew the aristocracy better than he did the common man. He was most interested in *his* concepts of life, but his reasonings were all rhetorical and abstract. He wrote more convincingly of the aristocrats, since he knew them better.

"This farm is a beautiful place. It is so ideally located. Look at those acres and acres. Of course, they do not belong to us, but what of it? We can enjoy them just as much."

Then I said, "Come, Babushka, sit here in this armchair and let me take your picture."

She arose and chuckled; then she ran to her chest of drawers and fumbled about for something. Suddenly she called, "Here it is," and pulled out an American flag on a little rod about two feet long. She stepped over to her bed and propped up two pillows and thrust the flag between them.

"Now, come sit right here beside me, right close to me, and we can have our picture taken together with your flag behind us both."

I leaned very close over to Babushka and held her little hand while Madam Archanglsky snapped the camera. When I started to go, Babushka threw her arms around my neck and kissed me, holding me very tightly.

"You will come back to see me again," she said.

"Yes, Babushka, listen to me. I am going back to America, but I will come to see you again in—in three years, shall we say?"

"Yes, in three years," she said, smiling and squeezing my hands. "But in three years you may see me in Russia and if not—it will be *charoso*—'all right.' I do not want my work to perish, Miss Veverka, I don't want it to perish. I want it to live, and should you not meet me in Russia in three years, should I not be there to greet you—but I will—then that, too, will be *charoso*. Everything is *charoso*."

I left Babushka on a beautiful evening. The sun had dropped behind the hills of Chvaly. She stood in the doorway in her little blue striped gown, the little white 'kerchief, so beloved of the Russian women, partly covering her white hair and framing a glorious face. She leaned against the doorsill and I turned back again and again, for I wondered if Babushka would be there in three years, and if not—I know that it will be *charoso*.

WILLIAM S. WRIGHT, supervisor of nature study for the San Diego County schools, and in charge of the department of entomology of the San Diego Museum of Natural History, will have admirable quarters in the new $150,000 San Diego Museum of Natural History, a fireproof structure. This fine building of three floors has large display halls, workrooms, smaller exhibit rooms, and an auditorium for lectures and motion pictures. One of the features is a section that has been arranged for school exhibits and for the carrying out of school projects.

BARRY JONES APPLAUDED BY ROYALTY

REMEMBERED in San Francisco for their vivacious presentation of the comedies of George Bernard Shaw, Barry Jones and Maurice Colbourne are coming back to the Columbia Theater's stage Monday, December 26, in Robert Sherwood's widely praised satire, "The Queen's Husband."

In London, Barry Jones in the rôle of the king delighted not only the British playgoing public, but members of the royal family who attended performances.

Like Sherwood's other notable play, "The Road to Rome," "The Queen's Husband" scored a brilliant success when staged in New York City by William A. Brady Jr. and Dwight Deere Wiman at the Playhouse.

The presentation of "The Queen's Husband" at the Columbia Theater takes on an added interest from the announcement of the two stars that they have brought to America in its entirety the cast and production with which they entertained London patrons an entire season at the Ambassador Theater.

The Sherwood comedy is described as a telling satire, in which the author points his pen first at monarchy and then at anarchy, but contrives in the end to say something good for each. The play is set in a mythical kingdom somewhere between Scotland and France. It is a very pleasant variation on the usual Ruritanian theme.

GEORGE K. BINGHAM has been District Superintendent of the Laguna Beach School for the past eight years. The school building is of recent construction and most modern in all arrangements. The auditorium, seating five hundred persons, is unusually attractive. Laguna Beach has voted a high-school district, but will wait for more normal times before voting bonds for a high-school plant. At present 134 pupils are transported to the Tustin High School, seventeen miles distant. Mr. Bingham has had a long school experience. He taught for fourteen years at Red Bluff, was three years at Modesto, and before coming to Laguna Beach was in business at Hughson.

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STAGECRAFT IN THE SCHOOL OF TODAY

by F. T. KEBELY and N. M. SPILLES

Today, education for leisure has a meaning unequaled since the days of ancient Greece. Until recently, the cardinal principles of education existed only in theory, and the prime function of the school was vocational preparation. The reason for this discrepancy will be clear enough for one who will take the trouble to review briefly the economic history of our country. In colonial times, when the distribution of population was going on, the activity with which people were most concerned was home-building, in the most literal sense of the word. Every article of furniture, every farm implement had to be constructed by the owner; and usually, laboriously, by hand. Naturally, in such strenuous times, the emphasis had to be utility. The possessions of our colonial ancestors which have come down to us are valuable more because of the fine workmanship displayed than for the craftsman's conscious observance of the rules of design. With the age of industrialization and of city building, manufactured commodities replaced the homemade. Mass production and specialization of labor were more economical. Still, our shrewd and thrifty forebears stressed durability, until the era of prosperity, with plenty of money in circulation. Then the high prices coupled with facile credit conferred on the times the rosy glow of pseudo-abundance. Cheapness became the objective of production. The nation was flooded with inexpensive, unattractive gewgaws, which we should be ashamed to hand down to our posterity as museum samples of the early Grand Rapids style.

We are standing now at the end of the period of post-war inflation. Labor-saving devices, short hours, the five-day week, unemployment are confronting us with the problem of leisure, which, willingly or not, we must spend. The old pleasurable duties—gardening, sewing, jelly-making, and the like are beyond the facilities of the apartment dweller. Entertaining our friends is not the simple matter our grandparents found it. No better evidence of the paucity of recreational means exists than the crowded theaters at every mediocre movie, the weary habitués of cocktail parties, and the jaded bridge addicts. Active participation in recreation is becoming a lost skill, for entertainment has come to be synonymous with amusement.

This situation is the more deplorable when we remember that every worthwhile cultural contribution has come from civilizations comparable to our own. History shows us that well-spent leisure is the source of that which is fine, beautiful, and worthy of preservation. Surely education for leisure was never more important than at the present time.

To be sure, the trend of attention is in the right direction. Recent analyses show that salability is based on attractiveness as well as utility and price. The sales appeal of commodities to beautify the home, the extension of decoration to articles which heretofore have gone, bear evidence of the growing esthetic consciousness which marks this period.

Unfortunately, the blind instinct for beauty cannot be allowed to grow up haphazardly. Education for leisure, or appreciation instruction, must begin early. You cannot show a child an old master and expect him to comprehend why it is precious and beautiful. Such judgment can only be brought about by the guidance and encouragement of the latent esthetic sense. Encouragement does not consist in surrounding the child with bright colors, or in hanging the reproduction of a Corot in the schoolroom, or in playing operatic selections in the nursery. It is rather in grading the child's activities to his developing sensitivities. The child who comes from a well-ordered home, who is familiar with furniture of good design and proportion, will have a clearer appreciation of Whistler's portrait of his mother than the child who has been drilled with art principles; for the fundamental understandings are based not upon acquired standards but upon inborn and experienced values. The distinction between an artist and a layman is only that the first is aware—or should be—of the nature of composition, line, form, color, and design, while the untrained layman only *feels* these factors.

Here we find the key of art education—participation in an activity which involves the application of the principles of art. Stagecraft combines admirably the habits, skills, understandings, and appreciations we are seeking.

The class stage, which may be only a corner of the room where stories are acted out for an audience of mothers, or for no audience at all, is a long step from the elaborately staged "entertainment" to which all else was sacrificed to the exhaustion of the teacher and the uncontrolled enjoyment of the children, who, turned loose with no greater responsibility than the reciting of a memorized "part," extracted the ultimate delicious morsels of unrestrained fun, in spite of grim warnings of reckonings to come. To be sure, the step is in the right direction, as surely as the abdication of the barnstormers in favor of the little theater.

Stagecraft exercises a talent common to all children—the ability to act and to dramatize even the most ordinary of experiences. Mimicry is almost a universal biological characteristic and is probably the ancestor of speech, which it certainly antedates phylogenetically. We might then expect dramatic expression to lay the foundations for language study.

Second, it provides a manual activity through which instruction in the artistic is possible in a child-size medium, in three dimensions, whereas with painting and drawing, delineation must be limited to a plane surface. The practical advantage of proportional arrangement in the child's own scale will be readily apparent, especially from the hygienic standpoint. The finer powers of coördination, the use of the little finger muscles, for example, are but poorly developed in the small child. To coax a child beyond his physiological preparation in this respect is as cruel as to foster walking before the little bones are straight and the muscles sturdy enough for the first step. The eyes of elementary school children are hardly fitted for the close, fine work which we impose upon them. Larger activities reduce the ever-present danger of near-sightedness, which develops so frequently during this period. In time we come to condemn the pygmy activities of the sand table and the diminutive toys which are so amusing to us but useless or even deleterious to the child.

Stagecraft furnishes a chance for the child to build objects which will later be put into use. A child whose imagination is stirred will not mind if the castle he is building be made of Upson Board instead of stone if he is going to dwell within its flimsy walls and be a true knight of the Round Table.

The clever teacher will at once recognize innumerable opportunities for the integration of other activities with stagecraft. Language, spelling, the social studies, all acquire a new and vivid reality as they are translated into the very *real* experience of acting. Oriental children are no longer "queer" when you have been a Chinese child, and even the most untidy, rude little girl must be dainty and gentle when she is a princess.

Likewise, this is a project which can be adapted to the individual needs and interests of the students. There is plenty of work for everyone—not only for the teacher—so that the little boy whose abilities run to the use of hammer and nails can have as great a share in the success of the undertaking as the more studious little people who are doing research on what real Swedish children would wear. In either case there is the same satisfactory realization of accomplishment and pride in good work well done, which is so often lacking in the adaptation for the child who is not academically minded.

Not least important is the fact that socialized stagecraft in school forms the skeleton for interests which may later contribute to the intellectual development of the community through the little theater. The lesson of coöperation can be shown no better than in the varied aspects of play presentation, where acting and direction must share honors with the designing of the stage setting, its execution, lighting, and all the rest of the duties which prove so engrossing an avocation. And, finally, if stagecraft had no other result than the retention of the child's ability to play with other children, it would still be infinitely worth while in the great task of focusing our young people's attention on suitable means for the worthy use of leisure.

JOTTINGS OF A TRAVELING BOOKMAN

By WM. M. CULP

SUPERINTENDENT R. D. White of the Glendale schools this last August moved his entire administrative department into the new central administration building at 411 East Wilson, formerly the Woodrow Wilson Intermediate School, which had been made over for this purpose. In this building are now quartered the Superintendent's staff, the supervisors' offices, the research division, all sections of the business department, the elementary school library, the Board of Education rooms, the attendance offices, quarters for P.-T. A. representatives, and quarters for the home school for disabled children.

Superintendent R. D. White has upon his staff Doctor Norman R. Whytock, Deputy Superintendent in charge of the junior high school field; Miss Annie L. McIntyre, supervisor of elementary instruction; and Guy A. Weakley, director of research. Two new junior high school principals were appointed this year. Bert F. Steelhead, formerly at the Hoover High School, was made principal of the La Crescentia Junior High School and Elementary School, and Harry L. Howe, formerly head of the history department of the Hoover High School, was made principal of the Theodore Roosevelt Junior High School. Also, Opha E. Beckwith, formerly on the staff of the Woodrow Wilson School, was made elementary school librarian.

H. O. ENSIGN, District Superintendent of the Newport Beach Schools, is one of the most progressive schoolmen in Orange County. For years he has been attending summer sessions throughout various sections of the United States in an attempt to gain an insight into various sectional educational viewpoints. Last summer he attended Columbia University and the year previous he was at Tulane University. Mr. Ensign has put into operation in the Newport Beach schools the coöperative group plan, which has as its basis the centering of the school program in the pupil. In order to avoid the objectional feature of the old type report card, Mr. Ensign has adopted a graph report book in place of the traditional type. The horizontal line across the report book represents the norm or place where the pupil should be in his studies. The broken line represents where the pupil actually is in his studies. Wherever the broken line meets, it indicates the pupil's standing in that particular subject, *i.e.*, if the line meets above the norm line, the pupil is stronger in the subject indicated; if the line meets below the norm line, he is weak in the subject indicated and should spend more time upon that subject. Mr. Ensign hopes by the new report book to remove the mere desire to work for grades and to substitute for it the desire to be up to grade level, or above it, in every subject.

R. D. CASE, Superintendent of the Salinas Grammar Schools, is introducing the platoon system into two of the city's schools, at a saving of $10,000. Mr. Case is the author of the "Platoon School in America," published by the Stanford University Press and listed among one of the sixty best educational books of the year. Mr. Case is a believer in the viewpoint that the platoon school is one of the most economical ways in which an elementary school can be organized.

MRS. MARIE FICHET KILBURN was this past September appointed librarian of the San Luis Obispo County Free Library.

MRS. LOUELLA MUSCIO is school librarian for the Santa Maria elementary schools under District Superintendent Robert A. Bruce.

R. E. GREEN, District Superintendent of the Fullerton Grammar Schools, is completing in November the first unit of a new Valencia Street School at a cost of $17,000.

A. H. JONES, District Superintendent of the East Whittier Grammar School, has in the school's newly completed kindergarten unit one of the most expensive buildings of its type in California, due to the fact that the building had to be constructed absolutely earthquake-proof. In addition to its safeness, the unit is beautifully adapted for kindergarten purposes.

THE PLACENTIA GRAMMAR SCHOOLS under District Superintendent Glenn A. Riddlebarger have been so organized as to take into consideration the dominant type of pupils in each school. In the Richfield and Baker Street schools, the course of study is built to fit the needs of Mexican children, with emphasis upon vocational work and guidance. The Placentia School is organized for academic work in preparation for further schooling in high school and college. At the La Jolla School, experimental work is being carried on under the direction of Doctor Junius L. Meriam, University of California at Los Angeles. Last year this school had three hundred visitors.

CURTIS E. WARREN, elected to the superintendency of the Burbank city schools this past summer, has charge of a system in one of the most progressive communities of Southern California. He has placed in charge of elementary instruction Mrs. Lillian Lamoreaux. Mrs. Lamoreaux is an educator of wide experience. Her undergraduate work was done at Toledo University. She has degrees of A.B. and M.A. from the University of Michigan, where her M.A. degree was taken under Doctor George F. Kyte. Mrs. Lamoreaux has taught in various schools in Nebraska, Ohio, Florida, and California. For years she was assistant supervisor of teacher training at Toledo University. Besides her California credentials, Mrs. Lamoreaux holds life certificates from both Ohio and Florida. Superintendent Warren also has this year Doctor Murray Lee as director of research for the Burbank schools. This last year Doctor Lee attended Columbia University, where he received his doctor's degree, working under the direction of Doctor Thomas H. Briggs.

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C. B. Baldwin, District Superintendent of the Huntington Beach Grammar Schools, has a definite program for achieving better public relations between the teachers and the parents of the children. The past year this was brought about in part by having a night session with all the parents invited to attend. Classes were held as usual with the ordinary daily program in operation. A tremendous number of parents were in attendance at this session. The completion of a new gymnasium and a plunge was a feature of the schools' added improvements this past summer.

Robert Bruce Walter, Superintendent of the San Gabriel Schools, last year inaugurated a speech correction program in the primary grades of one hour per week. This year that program has been carried on to the upper grades, and two hours per week are given to the work. Pending the voting of bonds for a high-school plant, the San Gabriel board of trustees and Superintendent Walter have been very successful in contracting for the education of their high-school pupils in surrounding districts, owing to the neighborly attitude of the persons administering those districts. The San Gabriel district has been able to pay the tuition and transportation costs from the 75-cent tax levy, which brings in $56,000, and the additional $3200 which comes from the state, based upon a. d. a. Most of the San Gabriel high-school students attend the Alhambra High School, though a few are enrolled in the El Monte and South Pasadena high schools.

The Kings County schools under Superintendent Mrs. Elsie I. Bozeman and General Supervisor H. A. Sessions have been functioning under a most progressive plan of education for the past six years. Both Superintendent Bozeman and Mr. Sessions believe in the stressing of fundamentals in such a manner that an enriched program is not obliterated. Carrying out this idea, supplemental reading is stressed in the fourth, fifth, and sixth grades. A workable scheme has been provided for the teaching of science from the first through the eighth grade. Three sets of science readers are provided from the second through the sixth year, and a unit of agriculture work is provided for the seventh grade.

In making more definite their ideas, the county office has made available to the teachers of the county's schools units of work developed by H. A. Sessions. Among these is a unit for the fourth grade on California, one on globe and map studies for the fifth grade, and a work book in beginner's history for the fifth grade. For English, there is "Making Grammar Functional," a manual of teaching plans, which is a skeleton course of study in grammar and language study—a utilization to the best advantage of the materials of the State Language Series.

A. S. Tipton, for the past ten years principal of the Soledad Grammar School, has just been appointed to the Monterey County Board of Education. Mr. Tipton replaces James A. Walker, Monterey County rural supervisor, who is giving his whole time to his supervisory problems. Mr. Tipton is a graduate of the New Mexico Normal School at Las Vegas, New Mexico, and for many years before coming to California he taught in this same school. While in California, Mr. Tipton has done further educational work at U. S. C., the University of California, and the San Francisco State Teachers College. The Soledad Grammar School enrolls 225 pupils and has eight teachers.

This year Robert Bruce Walter, Superintendent of the San Gabriel Schools, is president of the Los Angeles County Administrators Association. Other officers of the association include George C. Bush, Superintendent of South Pasadena Schools, vice president; Earl Thompson, Superintendent of the Claremont Schools, secretary; Mrs. Lucile Jones Smith, District Superintendent of Lawndale, treasurer; P. H. Johnson, District Superintendent of the La Cañada School, sergeant at arms. Other executive committee members include John R. Hunt, Los Angeles County supervisor of attendance; Mrs. Lorraine M. Sherer, director of curriculum, Los Angeles County; C. C. Carpenter, District Superintendent of Schools, Azusa; Sam H. Thompson, District Superintendent of Schools, Whittier; and A. R. Clifton, Los Angeles County Superintendent *ex officio*. The association this year will aim to discuss educational problems in their relationship to the economic factors of the times.

C. F. Mercer, District Superintendent of the Lynwood Schools, this year has added a full-time supervisor of health, and has a fully accredited M.D. in charge of the work in Doctor Johnette Gertrude Dispensa. The Lynwood schools are outstanding in the number of teachers that have high educational credentials.

John R. Williams, Superintendent of the San Joaquin County Schools, is having the San Joaquin County courses of study thoroughly revised this year in extension classes by county teachers working under the immediate direction of George E. Freeland, professor of education, San Jose State Teachers College. The county has been divided into two divisions. Will E. Wiley, District Superintendent of the Lodi Grammar Schools, heads up the northern section and Earl B. Shoesmith, District Superintendent of the Tracy Grammar Schools, is in charge of the southern section.

Every other Thursday Professor Freeland lectures at Lodi in the afternoon and at Tracy in the evening. In the week between, the curricular work continues under the guidance of Superintendents Wiley and Shoesmith. With this program in operation this year, County Superintendent Williams expects to have thoroughly revised courses of study ready for next year.

W. B. Knobey, vice principal of the Tulare High School, was promoted to the superintendency of the Tulare city schools when S. J. Brainerd left that position, after thirteen years' work in Tulare as high school principal and Superintendent, to accept the principalship of the Santa Clara High School. Mr. Knobey is a schoolman of wide experience. He is a graduate of Washington State College with the degrees of A.B. and M.A. He has done much graduate work at both the University of Washington and Stanford University. Before coming to California, he was principal of the Castlerock High School and Superintendent of the Schools of Foster, Wash., for five years. For the last two years he was vice principal of the Tulare High School. His academic work has been in the commercial field.

Mrs. Alice G. Mulcahy, Assistant Superintendent of the Tulare Schools, has been assigned full time for supervisory work in the elementary grades. J. G. McMillan, head of the Tulare agriculture department for a number of years, was promoted to the vice principalship of the Tulare High School.

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LIBRARY NEWS

BY MAY DEXTER HENSHALL
County Library Organizer, State Library

The California White House Conference for Child Health and Protection

THE ORGANIZATION meeting of California White House Conference for Child Health and Protection was held in San Francisco November 11 and 12. This meeting was called by Governor James Rolph, Jr., in accordance with the suggestion of the President that such state conferences be held to follow up locally the results achieved by the national conference held in 1929–30.

The Governor's personal representatives are Doctor Giles S. Porter, director, State Department of Health; Mrs. Rheba Crawford Splivalo, director, State Department of Social Welfare; and Vierling Kersey, director, State Department of Education. Each of these three selected four other persons to act with them on an executive committee. The Governor appointed also a White House Conference Committee composed of a representative from each of more than fifty state-wide organizations interested in child welfare. This committee assisted the executive committee in the organization of the state conference in San Francisco and there plans were considered for district, county, and community organizations which will extend the study of the problems of child health and protection to every part of the state. The work of the conference will be divided into four sections: Medical service, public health service and administration, education and training, and social welfare. A state leader has been designated for each section and the sections themselves are subdivided into various groups, each one of which will be under the direction of a chairman particularly fitted to take charge of the subject to be studied.

Mabel R. Gillis, State Librarian, represented the California Library Association on the general California White House Conference Committee and attended the two-day session in San Francisco. It is hoped that librarians can later assist greatly in the work of the conference, particularly in furnishing material for the various studies and investigations to be made. As local meetings develop, librarians will be kept informed of possible responsibilities.

Fifth and Sixth Districts' Meetings of the California Library Association

BY ELEANOR HITT
Assistant State Librarian, California State Library

MEETINGS in two districts of the California Library Association marked the month of November in library activity. At the call of Mrs. Irma C. Bruton, librarian of the Woodland Public Library, about seventy library workers of the fifth district assembled in Woodland on Saturday, November 5. The morning session, held in the Board of Trade room in the Yolo County Court House, was devoted to library matters. The president of the state association, John B. Kaiser of Oakland, reported some of the activities of the national and state library associations since their annual meetings last May. He also announced the 1933 meeting of the California Library Association, to be held in Oakland next April, 9–12.

In the absence of Miss Mabel R. Gillis, State Librarian, who was unable to attend the meeting, Miss Eleanor Hitt, her assistant, spoke on recent material compiled by the certification, library schools, and salaries committees of the California Library Association, and gave a résumé of the special report made by the certification committee at the last annual meeting. Miss Anna G. Hall, formerly in charge of the Longview Public Library in Washington, told of various ways in which she now occupies her time and keeps up her professional interests while living at her home in Davis. Miss Hall's program includes book reviewing, play reading, advice to parents on selection of their children's books, and the selling and renting of books.

Miss Edith Gantt, librarian of the Solano County Library at Fairfield, told of the recent organization in several of her communities of discussion groups. This is one of the most interesting and concrete phases of adult education and the organization of these community forums was sponsored by Miss Gantt, working under the advice and inspiration of Lyman Bryson, director of the California Association for Adult Education.

At noon the members adjourned to Hotel Woodland where the program was resumed after a luncheon and musical program. The first talk was given by Mr. T. H. Crook of Woodland, who told informally of some of his personal experiences in South America. Mr. Crook spent a number of years in various countries of South America as a geologist for the Standard Oil Company. The information which he gave was of special interest because it was based upon actual observation and colored by his obvious enjoyment of new experiences.

The program was delightfully concluded by Herbert C. Davis of Sacramento, who talked on some of the famous "Ghost Cities" of Nevada. Mr. Davis is an exceptionally fine speaker, with a rare gift of narrative and a marked sense of the dramatic most appropriate to the romantic tales of Virginia City and the Comstock Mine.

The sixth district convened on November 19 in the Civic Auditorium of Pasadena. More than three hundred attended the luncheon at the Maryland Hotel and approximately five hundred were present at the morning session. Miss Helen Vogleson, Los Angeles County librarian and president of the sixth district, acted as chairman and Miss Jeannette Drake, Pasadena Public Librarian, was official hostess in charge of the arrangements. E. O. Nay, chairman of the Pasadena Board of City Directors, welcomed the library workers, and John Boynton Kaiser, president of the state association, presented his greetings in a short talk.

Miss Althea Warren reviewed the discussion of the past few years regarding the proposed subdivision of the sixth district, after which the members voted unanimously to recommend to the president that the district remain as at present. Another item of business was the election of Miss Helen E. Vogleson as nominator.

The main theme of the morning program was library service to the elementary schools. The first speaker contributing to the symposium was Mrs. Lorraine Miller Sherer, director of curriculum in the Los Angeles County school system, who answered the question, "What Are the Library Needs of the School?" Mrs. Sherer brought out the way in which the curriculum involving the unit of work plan has broadened the scope of books and material needed by both teachers and pupils in connection with classroom activities. Miss Jasmine Britton, supervising librarian of the Los Angeles City school system, followed with a discussion of "What Service the Schools Should Expect From the Public Library," and Mrs. Theodora R. Brewitt, librarian of the Long Beach Public Library, was the last speaker on "What Service the Public Library Can Reasonably Give to the Schools." Sufficient interest was manifested in this ever-provocative subject to result in the proposal that the president of the district appoint a committee of library and school workers to study further the relation of the public library to the elementary school and its library needs.

The next problem to be presented to the district was that of a library school in Southern California. Miss Cornelia Plaister, librarian of the San Diego Public Library, as chairman of a committee appointed to study the situation, had gathered statistics concerning unemployed library workers by means of a questionnaire sent to the libraries of Southern California. Her report consisted chiefly of a careful analysis of figures gleaned from these questionnaires and closed with the recommendation that the sixth district urge the California Library Association to try to secure the endorsement of the American Library Association for the establishment of an accredited library school in Southern California in the fall of 1934. A spirited discussion followed this motion, but when the vote was taken it was carried by a large majority.

No formal luncheon program was presented during the noon intermission, but the tables were arranged so that library workers with a common interest could sit together and hold informal discussions at their own pleasure.

In the afternoon a brief talk by Miss Eleanor Hitt on "Library Tasks: Professional and Nonprofessional," concluded the part of the program devoted to strictly library subjects.

Members of the district were delighted to have as their honor guest Mrs. Laura Adams Armer, artist, author, and winner of the 1932 John Newberry medal. Her subject on the afternoon program was "How I Came to Write 'Waterless Mountain'," but she spoke quite informally of experiences and acquaintances connected with her life in the Navajo country. The concluding feature of the day's program was a series of character sketches, "California Ladies of Long Ago," presented by Mrs. C. W. Young, assisted by members of the staff of the Los Angeles County Library. Mrs. Young's charmingly told tales were enhanced by portraits of these "lovely ladies" themselves who obligingly came to life to the accompaniment of Spanish music by the Jose Arias Players.

Notes

MISS MARY BARMBY, librarian, Alameda County Free Library, lectures on county libraries in the School of Librarianship, University of California, and follows the lectures she gives by a day's trip in automobiles with the class to different types of community and school branches of the county library. It is an annual event which the fifty students find most informative and enjoyable. Each year librarians accompany the students on the trip. On October 27, 1932, the following librarians were in the tour: Miss Mary Barmby, Miss Jean D. Baird, Miss Christine Staats, and Harold McCartor of the Alameda County Free Library; Miss Edith M. Coulter, associate professor of librarianship, University of California; Miss Sarah E. McCardle, librarian, Fresno County Free Library; Miss

lara B. Dills, librarian, San Mateo County Free Library; Miss Susan T. Smith, librarian, Berkeley Public Library; Miss Stella Huntington, formerly librarian of Santa Clara County Free Library.

The branch libraries visited included the Farmers' branch at Hayward; the unique Castro Valley branch, often called the "brooder branch" because it is located in a former chicken brooder; Irvington School branch; Sunol branch, in a home with a fine reading-room which is also a meeting place for carrying on adult education through a discussion group of local residents. A stop was made at the picturesque water temple for an outdoor lunch. The journey continued with visits to the large Pleasanton branch, located in the town hall; Livermore Public Library and branch of the Alameda County Free Library; Arroyo branch, which illustrated the service given by the county library to the numerous institutions of Alameda County. Arroyo is a preventorium and sanatorium for people predisposed to or afflicted with tuberculosis. Separate county library branches are installed for the men, women, and children, and for the doctors, nurses, and staff.

One of the many interesting features of county library service in Alameda County is that all of the community branches have reading-rooms.

* * *

During November the county library organizer visited the mountainous and historic counties of Amador and Tuolumne and spent several very interesting days visiting community and school branches with Mrs. Henrietta G. Eudey, librarian, Amador County Free Library, and Miss Joy Belle Jackson, librarian, Tuolumne County Free Library.

* * *

On October 3, 1932, the board of supervisors accepted the plans and specifications for the building for the headquarters of the Amador County Free Library. The plans were prepared by W. E. Coffman, Sacramento architect, and call for a brick building with concrete foundation and tile roof. On November 7, the contract for the erection of the building was awarded to Otto Garver of Jackson, who submitted a bid of $6,934 for furnishing material and constructing the building. There were seven other higher bidders. The site of the new building will be adjoining the courthouse.

* * *

During the winter months a children's reading will be conducted at Ukiah Public Library for children between the ages of five and ten years by Mrs. Charles Kasch, Mrs. Louis Hildreth, and Mrs. A. H. Martin. Mrs. Kasch will be remembered by a host of friends throughout California as Miss Edna Stangland, secretary to the State Superintendent of Public Instruction for many years and later as chief of the Division of Adult Education, Department of Education.

* * *

The seventh and eighth grade children of the Quincy School coöperated with the Plumas County Library by painting wooden book ends for display during Book Week. "Scotties" were predominant, but flower baskets, parrots, and butterflies on flowers added vivid color to the display of book ends and children's books about America placed in the library and in a store window. Children, their parents, and their friends were attracted to the displays by the book ends and paused to examine the books and read the posters, "Books for Young America."

THE NEWER CHILDREN'S BOOKS

Selected by Wilhelmina Harper

For Younger Children

Kudlu, by Hoffman Birney. Penn. Price $1.50. A heroic Eskimo boy takes the place of his injured father and cares for the family through a bitter winter. Attractive format and good story. Grades four to six.

'Winks, by Dorothy Cottrell. Houghton. Price $1.50. The adventures of a mischievous pup makes this both an amusing and interesting story for all dog lovers. Grades three to five.

Fifty-One New Nursery Rhymes, by Rose Fyleman. Doubleday. Price $1.50. Book of jolly verse with Dorothy Burroughs's clever pictures. Grades three and four.

Benito and Loreta Delfin, by Dorothy L. Leetch. Lothrop. Price $1.50. Happy ranch life in the early days is well portrayed in this story of the twins, Benito and Loreta, of Alta California. Grades four to six.

The Red Caboose, by Marie A. Peary. Morrow. Price $1.75. Fascinating story of the little red caboose that is sent to join Commander Peary's expedition to the arctic. Grades four to six.

Pyxie, by Ethel C. Phillips. Houghton. Price $2. How Pyxie, the orphan boy, finds a real home and kind friends. One of the author's best. Grades four and five.

The Toy Workshop, by Tamara Ramsay. Whitman. Price $1.25. Lovely German picture book about a little boy's trip to the Land of Silvery Blue, where all his broken toys are mended. Grades four to six.

King of the Golden River, by John Ruskin. Lippincott. Price $1.50. Very attractive new edition with Arthur Rackham illustrations. Grades five and six.

Peeps at Abraham Lincoln, by Max Vivier. Stokes. Price $1.50. Companion volume to "Peeps at George Washington," and an equally attractive book. Grades three and four.

Jemmie, by Eleanor Wheeler. Smith and Haas. Price $1.75. Delightful kitten story with Marjorie Flack illustrations. Grades three to five.

For Older Boys and Girls

Remember and Forget, by Julia Davis Adams. Dutton. Price $2. How the Civil War affected a group of brave young Virginia people makes this touching story one of the author's best. High school.

Hero of the Camp, by Ralph H. Barbour. Appleton. Price $2. This lively story of summer camp life in the Maine woods will absorb any boy reader. Grades six to eight and high school.

How to See Plants, by Eric Fitch Daglish. Morrow. Price $1.50. This distinguished author-artist gives brief and clear information about the life habits of plants. Striking woodcut illustrations. Grades six to eight.

Hepatica Hawks, by Rachel L. Field. Macmillan. Price $1.75. Colorful story of life in a traveling show, with the girl Hepatica as central figure. Very ably written. Grade eight and high school.

The Seventh Swordsman, by Gunby Hadath. Century. Price $2. Two young people become involved in a deep mystery that threatens tragedy, but the boy Peter brings about a satisfactory ending. Grade eight and high school.

The United States and How They Came to be, by Gertrude Hartman. Macmillan. Price $5. A sequel to "The World We Live in and How It Came to Be." A book of very exceptional value. Grades six to eight and high school.

Comrade One-Crutch, by Ruth E. Kennell. Harper. Price $2. Exciting experiences of an American boy in Russia and how he helps solve a mystery with his friend, Comrade One-Crutch. Grades six to eight.

The Boy Scouts' Yearbook, by Franklin K. Mathiews. Appleton. Price $2.50. Lively adventure stories for boys selected by the Chief Scout librarian. Grades six to eight.

The Way to Glory, by Marian Hurd McNeely. Longmans. Price $2. Short stories that will appeal to all young people, and the last work of a very gifted author. Grades six to eight.

Charlemagne and His Knights, by Katharine Pyle. Lippincott. Price $2.50. Ably told tales of the court of Charlemagne and his famous knights including Roland, Oliver, and many others. Grades seven and eight.

Mississippi River Boy, by Edwin L. Sabin. Lippincott. Price $2. Tony Lee, the river boy, followed the trail down the Ohio and Mississippi in the early days and had a succession of stirring adventures. Grade eight and high school.

Exploring at Home, by Paul Siple. Putnam. Price $1.75. This famous boy scout who accompanied Admiral Byrd to the antarctic introduces his readers to many interesting facts of science. Grades seven and eight.

The Pack Train and Steamboat, by Margaret L. Thomas. Bobbs-Merrill. Price $2. Capac, a brave Indian lad of South America, is the hero of this absorbing tale of the "pack train" and of the steamboat that was sailed on a mountain lake of Peru. Grades six to eight and high school.

Rosalita, by Lovell B. Triggs. Century. Price $2. Little Spanish Rosalita is the central figure of this brisk and entertaining story of early California days. A graphic picture of the times and unusually well written. Grades six to eight.

Comrade One-Crutch, by Ruth Epperson Kennell. Harper. Price $2. The son of an American mining engineer has some exciting experiences during a stay in Russia and helps solve a mystery with the aid of his friend, Comrade One-Crutch. Accurate picture of the country and its people. Grades six to eight.

Exploring at Home, by Paul Siple. Putnam. Price $1.75. This famous Boy Scout who accompanied Admiral Byrd to the Antarctic introduces his readers to many interesting facts of science. Grades seven and eight.

JOURNALISM

TALKS ON JOURNALISM and on current history were made at Roosevelt High School recently by Thomas P. Brown, publicity manager of the Western Pacific Railroad Company and former Washington correspondent to the class in journalism taught by Miss Minnie Sorum and to history classes taught by Miss Anna M. Laird and Miss Hazel Remsen.

To make the talk to the journalism class of practical benefit, Brown suggested that each one of the young men and young women write a question on some phase of newspaper work in which they were personally concerned. The questions revealed an enthusiastic interest in the subject and covered a rather wide range. Among the questions asked, with the gist of replies given by the speaker, were the following:

Q. What is the surest method of advancement in the newspaper game? A. Keenness on the job and close reading of not only your own newspaper but other newspapers, because the newspaper is the best laboratory material for study.

Q. What hours does a newspaperman work? Is it hard working in a newspaper office? A. Hours are long and work is exacting, but there are numerous compensations and the interesting character of the work makes time pass quickly.

Q. What are the most difficult tasks of a reporter? A. One of them is interviewing. The reporter must know the subject and has to use tact and wit to obtain a satisfactory result.

Q. What would be the most practical way to break into the newspaper game? A. Get all the education you can, learn the terms used in the city room and what they mean, and develop acquaintance. Then seek an opportunity to work on Saturdays or in vacation times and be willing to work for nothing at the start in return for the chance to learn the game. Your work in the journalism class will be a great help.

Q. Is a college education necessary in taking this line of work? A. It is not necessary that you acquire an education in college, but it is necessary that you have an education. You won't miss it if you acquire a college education. Colleges do more for you in a shorter length of time than you can do for yourself. They train you to think and they teach you the knack of educating yourself. All that you learn in the course of acquiring an education will prove useful sooner or later in a newspaper career.

Q. How do women stand in the newspaper game? What things are there in news that a woman can do? A. There is no sex in brains. The old-time prejudice against women in the newspaper world has virtually disappeared. A woman must have, of course, the right temperament to succeed. The society editor is usually a woman, and women are especially capable of certain kinds of stories. One of the best court reporters in the West is a woman. Women are particularly competent for certain kinds of sports reporting.

Q. What are the requirements of a foreign correspondent? A. That is a high plane. The foreign correspondent must have a deep knowledge of international affairs, must know several languages, and must have diplomacy and resourcefulness, because news coverage abroad is different.

Q. Should make-up, headlines, and position of stories be permanent or varied? A. That depends on the style of the newspaper. Too much variation is disconcerting; nevertheless there must be considerable flexibility. The reader who reads for information rather than to kill time likes to turn quickly to pages where he is certain to find what he desires to read.

Q. In a feature story is it the material or the style of the writer that makes the feature? A. Style—that is to say, treatment of the material which is different from "spot news" makes the feature. The treatment may consist primarily in the selection of angles from the news, or it may lie almost wholly in the manner of writing.

Q. How do sports editors assign beats to their reporters? A. Men are selected to cover the various sports according to their specialties. One man is best on football, another on baseball, and so on. But the department is usually overloaded and staff men have to be all-round men.

Q. How many kinds of sports have been written about in newspapers and what are they? A. The list is long; it ranges from football to horned toad field meets. There is a widespread interest in sports of all kinds.

Q. Has anyone on a news staff a chance at his special type of writing? A. At first, and until the reporter is well grounded, the answer is "no"; eventually, one may become a specialist. In the meantime, city editors do not send would-be poets to cover police.

Q. Where does one who wants to cartoon for the papers start? A. A cartoonist is more or less a genius. If you think you have a bent in this line, stay with it until you know one way or another. Keep away from folks who will praise your work regardless and try to form the acquaintance of a successful cartoonist and then be grateful for his criticism. It may not be pleasant, but it will be best for you in the long run.

Q. What do you think of newspaper work as a profession? Would it be wise to go into it for a living now? A. It is one of the best professions. The work is exhilarating and mentally profitable. If you go from it to other professions, you will find that your previous newspaper training will be very valuable. So far as making a living now, there is not very much difference.

Members of the journalism class were assigned as reporters to cover the talk for their school newspaper, *The Roosevelt Crimson.*

In his talk to the history classes, Brown told sequentially of the various events that come in a presidential year, including the nominating conventions, the election machinery, and how the electoral college functions. At the close of the talk the students asked a number of questions which indicated the manner in which their study of the textbooks is linked up with current history and citizenship.

CHRISTMAS ENTERTAINMENT

THE RAPHAEL WEILL SCHOOL, of which Miss Bertha Klaus is the efficient and enthusiastic principal, gave a Christmas program of unusual value. It was an outgrowth of the advanced sixth grade social studies activities. The children themselves wrote the play following a study of Christmas in many lands. The Raphael Weill is a very cosmopolitan school, the children of many nations meeting within its walls. Twenty-nine different nationalities are represented. Miss Klaus has used the theme of world friendship throughout the school, beginning on the playground and carrying the children's interest to the fine and important things in the far-away homes of their grandfathers.

The Christmas play is developed on a simple revolving stage made out of a kindergarten merry-go-round by a clever janitor. A mother tells to her two children the story of Christmas in various lands, and the little stage revolves with tableaux picturing a scene of some Christmas custom different from our own. Other children in the foreground dance the folk dances of the country and sing the Christmas songs.

This type of play, a product of the children's own work and thought, is the most worth-while entertainment, not only for Christmas but for any season, and brings the homes into closer sympathy with the modern methods of putting spirit and understanding into the facts of geography and history.

TEACHERS ASSOCIATION

THE CENTRAL SECTION of the C. T. A. held its annual county institutes on November 21, 22, and 23. The largest meeting was held in Fresno, where Fresno, Kings, and Madera counties and Fresno City met at the Fresno High School.

Kern County holds its meeting at Bakersfield, Tulare County at Visalia, and Merced County at Merced. All these counties belong to the central section and vote upon the same officers and have practically the same speakers.

Mrs. Florence Koontz, Assistant County Superintendent of Madera County, was president of the association this last year, and was in charge of the institute at Fresno. Mrs. Koontz put over a very successful program. She is a faithful and hard worker for the C. T. A. at all times, as is her County Superintendent, W. L. Williams. Together they keep Madera County at nearly 100 per cent membership.

The two outstanding talks of the convention were delivered by Ruth Bryan Owen on "This Business of Being a Congresswoman" and Doctor William Burton, formerly of the University of Chicago, on "The New Freedom in American Education."

The election of officers during the last day of the institute brought the following people forward to handle the business of the central section for the coming terms: W. L. Davis, District Superintendent of Elementary Schools, Dinuba, president. Members of the state council—DeWitt Montgomery, City Superintendent of Visalia; Charles E. Biggam, District Superintendent of Porterville Elementary Schools; J. F. Graham, principal, Lemoore High School; Mary R. McCardle, teacher, Fresno High School; C. L. Geer, District Superintendent, Coalinga Schools.

There are ten members for this section—five are elected each year to serve for two years.

The book exhibits at the Fresno institute are perhaps the best attended of any institute in the state. The space is excellent and well-planned, and the teachers are constantly checking over books to be requested from the county library. Miss Sarah E. McCardle, Fresno County librarian, maintains headquarters for the school book department, of which Mrs. Van Dusen is the head. Mrs. Van Dusen or one of her assistants is there during the entire institute. Miss Galloway of the Madera County Library and Mrs. Manlove of the Fresno City Schools Library were about the exhibits.

Teachers, principals, and superintendents seemed cheerful and hopeful for the progress of education in spite of the depression and the temporarily overcritical public. Such is the reward of working with and for the nation's children.

Edwin Kent, the new County Superintendent of Schools of Sonoma County.

EDWIN KENT, principal of the Healdsburg High School during the last five years, has been appointed County Superintendent of Sonoma County vice O. F. Staton, deceased. Mr. Kent has been prominent in educational work for twenty-three years. He holds the degree of Bachelor of Arts, and for a time was instructor in mathematics at the University of California. Paul Crab of the Healdsburg High School department of science and mathematics succeeds Mr. Kent as principal of the high school. Mrs. Estelle Close, Mr. Cunningham, Mrs. Carrie Jenkins, Wayne Smith, and others who were applicants for the county superintendency will coöperate with Superintendent Kent in maintaining Sonoma County's splendid school system.

THE CALIFORNIA SCHOOL LIBRARY ASSOCIATION, northern section, met as a library section of the East and West Bay Institute on Tuesday forenoon, November 22, in the library of the High School of Commerce, San Francisco. The president of the association, Miss Florence Baker, librarian, Technical High School, Oakland, presided and Miss Mabel E. White, librarian, Presidio Junior High School, San Francisco, acted as secretary. The meeting was well attended.

Two speakers were scheduled on the program. Mrs. Laura Adams Armer, author of "Waterless Mountain," who won the Newberry medal for the finest contribution to American literature for children during 1931, spoke on the subject "How I Happened to Write 'Waterless Mountain'." Mrs. Armer has a delightful personality, and her account of her sojourn among the Navajos was most realistic.

"The Possibilities of the Junior High School Libraries in Terms of Educational Trends" was the subject assigned to George E. Axtelle, principal, Lockwood Junior High School, Oakland. Mr. Axtelle stated that the library has to be the intellectual heart of the school and the librarian should be its intellectual leader. In the discussion which followed, the same sentiment was expressed by other junior high school principals.

"THE QUEEN'S HUSBAND"

SAN FRANCISCO theatergoers have always enjoyed English plays and English actors. The plays are usually favorites and the presentation artistic and enjoyable. Maurice Colbourne and Barry Jones, after a successful tour through Canada, will present Robert Sherwood's success, "The Queen's Husband," at the Columbia Theater, beginning December 26. Seattle and San Francisco are the only two cities in the United States where Colbourne and Jones will present this fascinating play. These popular players have presented Shaw, Wilde, and Milne on former occasions. The public, especially the public that enjoys fine acting, clean and wholesome situations, stagecraft and real theater environment, cannot afford to miss "The Queen's Husband." Attractive prices. Mail orders now being received. Columbia Theater, O'Farrell near Powell, San Francisco.

D. W. BRADDOCK, a former County Superintendent of Schools of Butte County, died recently at Stockton.

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Call for Bids for Textbook Material in Music for the Seventh and Eighth Grades

The State Board of Education of California hereby invites sealed bids or proposals on or before December 15, 1932, for the sale, or lease, of the right to publish and distribute, in California, textbook material in music for pupils in the seventh and eighth grades of the public schools of the State of California.

Manuscripts or sample books of the above material should be submitted to the Secretary of the Board, 511 Library and Courts Building, Sacramento, California, not later than January 3, 1933. Each proposal or bid must be enclosed in a separate sealed envelope addressed to the Secretary of the Board, marked, "Bids for textbooks in music for the seventh and eighth grades," and must be submitted on or before the hour of 4:30 p.m. of January 3, 1933.

Additional information, concerning the nature of bids of proposals, and the nature of textbooks, may be secured from the Secretary of the Board.

STATE BOARD OF EDUCATION,
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WESTERN SCHOOL NEWS

IVY D. OSTROM presided at a luncheon of the Verba Buena Club of San Francisco teachers on Saturday, December 3, at the Fairmont Hotel. Irmagarde Richards, author of "Our California Home" and "Modern Milk Goats," spoke on her trip to Mexico and her study of the peons and their conditions of life. Miss Richards will have her manuscript on Mexico ready for publication soon.

THE SAN FRANCISCO Public School Bulletin of December 5 contains a very interesting article by Robert H. Lane, Assistant Superintendent of Los Angeles Schools, entitled "The Teacher in the New School—the Underlying Philosophy."

"ARTS AND CRAFTS AFFAIRS" is the title of an artistic publication of the Art School presided over by F. H. Meyer at Broadway and College Avenue, Oakland, Cal. This bulletin will be sent upon request. Among the recent lecturers at the school were Pedro Lemos, Perham Nahl, Samuel T. Farquhar, and Sheldon Cheney. This state-accredited institution offers practical instruction in applied arts, fine arts, and art education.

THE CONVENTION held by the California Teachers Association under the direction of Estelle Unger of Petaluma was a notable success. There were many interesting speeches. The teachers were good listeners. They seldom missed the required attendance at the various association meetings. Among the prominent speakers from out of town were James W. Foley, poet; Doctor Elbert K. Fretvill, Columbia University; Ruth Bryan Owen; William C. Reavis, University of Chicago; Doctor Frederic C. Woellner, University of California at Los Angeles.

The San Francisco city and county institute was presided over by Superintendent Joseph Marr Gwinn. The main speakers at the general session were C. J. Du Four, vice president of San Francisco State Teachers College, and Henry J. Grady, dean of the College of Commerce, University of California, Berkeley. Superintendent Gwinn in his usual happy manner called attention to various educators and administrative officials on the platform. When he mentioned the name of Alice Rose Power, the teachers expressed their appreciation of her service on the Board of Education during the last twelve years by generous applause, which amounted to an ovation. She responded in a few sentences, stating that while she served on the board as a fellow teacher, she considered at all times the welfare of the children. Miss Power has always stood for the principle that an active teacher should be on the Board of Education.

The Bay Section of the California Teachers Association has become a convention of many angles and interests, and a complete report of its various meetings would fill a volume of a thousand pages.

THE MERCHANTS EXCHANGE CLUB of Oakland pays tribute to leading citizens of Oakland each year. This year Willard E. Givens was selected, and a dinner was given in his honor. State Superintendent Kersey, County Superintendent David E. Martin, Mayor Moreom, and more than two hundred others attended.

MR. MORRIS of Row, Peterson & Co., has an interesting story to tell of the adoption of state textbooks in Oregon. Mr. Morris succeeded in securing the adoption of a book on elementary agriculture for use in the seventh and eighth grades.

HELEN BARKLAY gave a very interesting interpretation of John G. Jury's book, "Cosmen-Exiles," to the Sequoia Club on November 10 and to the Stanford Dames at Stanford University, November 17. Mrs. Lester D. Henderson, wife of the Burlingame City Superintendent of Schools, was chairman of the entertainment committee of the Stanford Club.

THE MANHATTAN BEACH *News* devoted a column and a half in the issue of Friday, November 11, in praise of the two books, "The Indians' Garden" and "The Padres' Garden," by C. A. Marcy, with illustrations by his daughter, Ferne Marcy. The books are published by the Harr Wagner Publishing Company. The content of these books is related distinctly to the Pacific Coast area. Mr. Marcy is City Superintendent of Schools of Manhattan Beach and a lecturer on nature study at the University of Southern California.

THE *School Pilot* is the name of an interesting publication issued by the seventh grade students of Newport Beach, Cal.

El Padre, official bulletin of the Santa Clara County Teachers Association of California, is a very creditable magazine edited by Robert Eberhard. The November issue contains a number of portraits, including John Hancock, Doctor Culberley, Edwin Markham, Hazel Freeman, E. G. Brownell, and the editor. The main article is on the missions of California, by Hazel Freeman.

PRESTON W. SEARCH, ex-Superintendent of Schools of Springfield, Ohio, Colorado Springs, and Los Angeles City, lecturer, and one of the leading educators of the United States, passed away at Riverside on December 12. He was one of the original advocates of individual education.

EDGAR E. MULLER, the well-known principal of West Lake Junior High School, Oakland, has been elected president of the Bay Section of the C. T. A. for 1933. Mr. Muller has a fine record as a schoolman and deserves the honor tendered him by the teachers and members of the C. T. A.

THE MEASUREMENT OF ATHLETIC POWER. Some Achievement Standards in Track and Field Athletic Events for Boys From Ten to Twenty Years of Age. By Charles Harold McCloy. Published by A. S. Barnes & Co. Price, $3.

One hundred and eighty pages, with nineteen tables A scientific study on the measurement of athletic power.

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BOOK REVIEWS

INTRODUCTION TO BUSINESS. By John G. Kirk, Ph.D., M.C.S., Harold B. Buckley, M.S. in Ed., and Mary A. Waesche, A.M. 492 pages. 290 illustrations. Published by the John C. Winston Company, Philadelphia. List Price, $1.40.

The major objective, according to the preface, is to teach the business fundamentals which are indispensable in modern life, and to help each pupil to become an enlightened consumer. To this end the book is built around four main topics: Communication, Buying and Selling, Transportation, and Money Management. This arrangement parallels actual consumer transactions.

TEACHING NUTRITION TO BOYS AND GIRLS. By Mary Swartz Rose, Professor of Nutrition, Teachers College, Columbia University. Published by The Macmillan Company. Price, $2.

The lessons in this book have been based on everyday experiences of the children, what they do from morning to night, and foods with which they are familiar. The aim has been to emphasize the fact that food is a controlling factor in health. This has been done by giving the children actual experience in feeding young growing animals different diets and letting them see for themselves the influence of food on health and growth.

BUSINESS LETTERS: Functions, Principles, Composition. By Ralph Leslie Johns, M.A., Ed.M. Published by The Gregg Publishing Company.

The language of the text is addressed to the student—not to the teacher. Many illustrative letters are presented in the text in order that the learner may have before him the impetus to create good letter forms of his own. Fairness, common sense, sympathy, and straightforwardness in business relations are revealed in the textual letters. The practice of modern business ethics is exemplified in most of the chapters—not as a code of ethics, but as practical, everyday living.

GOLDEN LEAVES. By Arthur I. Gates and Jean Y. Ayer. Published by the Macmillan Company. Price, 88 cents.

"Golden Leaves," of the Work–Play Books Series, for the upper grades, is divided into eight sections: Adventures, Folk Tales, Carrying the Mail, For Fun, Our Animal Friends, Make-Believe, Deep-Sea Stories, and Dreams Come True. Besides being a delightful storybook, there are comprehension tests and things to do at the end of each story. Profusely illustrated with four hundred and fifty-eight pages, with a short dictionary in the back of the book.

THE ROAD TO LATIN. By Helen M. Chesnutt, M. Whittier Olivenbaum, and Nellie P. Rosebaugh of the Cleveland High Schools, Cleveland, Ohio. Edited by E. B. de Sauze, Ph.D., Director of Foreign Languages, Cleveland. 566 pages. 256 illustrations. Published by the John C. Winston Company, Philadelphia. List price, $1.40.

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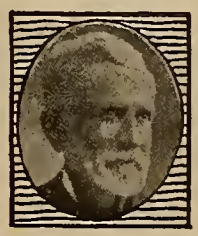
THE WESTERN JOURNAL of EDUCATION



News and Comments -- By Harr Wagner

'HE MAN, the firm, or the corporation that takes legal action to ollect a debt unless the debtor is trying to avoid payment rings the country a step nearer chaos.

' ' '

'HE YEAR 1933 promises a plentiful supply of food, clothing, nd shelter to at least 90 per cent of the population, and happiness and a certain content to those who believe that "nothing s as important as we think it is."

' ' '

'HE WORD "Depression" has found a conspicuous place in our onversation, in our literature, and even in the *Saturday Evening Post*, which is not literature.

' ' '

N MARCH, 1932, the State Board of Education revised the egulations of secondary school programs to include for every tudent for graduation the attainment of a satisfactory mastery of oral and written English. This was of the nature of an nabling act for the revision of rules and regulations relative to econdary school programs of study.

' ' '

'EACHERS WILL FIND "Junior Speech Book" by Nattkemper nd McCay, "Spoken Drills and Tests in English" by Mabel Vinson Cage, and "Robert Lloyd Tone System" (each $1.25) o be books that every graduate of our schools and colleges hould master. Oral expression is an essential art that every public and private citizen should cultivate.

' ' '

A CONFERENCE will be held at the Scottish Rite Auditorium in Oakland, Cal., April 10, 11, and 12, under the direction of the California State Board of Education. Helen Heffernan, under he title "A New Day in Music," has written an appreciation f music in the schools. It will be published in the *Music Supervisors' Journal*. Now that the state has supplied the schools vith new and excellent music books, the reaction to the effective eaching of music is very favorable. Miss Heffernan in her conribution says:

> The day of the "special subjects" is rapidly disappearing. Physical ducation is no longer a special subject, it is a *mode* of general education; art is no longer set apart in the progressive curriculum, but it is one *method* by which power of expression is developed in human beings; music is not a subject to be assigned to a narrow compartment, but is a *medium* of joyous creative self-realization which forms an indispensable part of a wide range of activities.
>
> Music is coming into its own in the new dynamic philosophy of modern education. Modern education, which values the cultivation of the emotions, regards music as its richest asset in providing for emotional and cultural development.

' ' '

THE RADIO STATIONS KPO in San Francisco and KECA in Los Angeles have arranged with the California State Department of Education for a series of broadcasts by Honorable Vierling Kersey, Lillian B. Hill, Helen Heffernan, Gladys Potter, Sam H. Cohn, N. P. Neilsen, Andrew P. Hill, Nicholas Ricciardi, Walter Morgan, Ira W. Kibby, J. C. Beswick, Maude I. Murchie, Mrs. Mabel Gifford, and H. E. Lenz. The subjects are both vital and interesting. For dates, subjects, etc., see your daily paper or write for programs to State Department of Education, Sacramento, Cal.

' ' '

THE TEXTBOOK SITUATION for the elementary and high schools has become very serious. The diversion of library and textbook funds to school supplies, salaries, etc., has greatly decreased the sales, and children are forced to use badly worn books or do without texts, and publishers are not able to meet the downward tendency by cutting the retail price on account of the cost of manufacture. The price of labor in the printing trades has not been reduced in union publishing plants. Mr. Rhoads of Ginn & Co., Boston, Mass., has written for publication an article entitled "Should Prices of Textbooks Be Reduced?" He places special emphasis on the fact that the price of textbooks did not increase as did other commodities during the rise to the high peak of 1929, and in closing he says:

> The average price of textbooks, for equivalent amounts of material, remained practically the same, while most other commodities showed marked increases. It is difficult, with the facts in mind, to discover any reasonable means by which prices of textbooks can be reduced, or any reason why they should be reduced. Isolated examples of price changes may occur as manufacturers readjust production methods so that savings are possible in the making of individual titles, and relatively low prices may be set on new books which can be produced economically in large quantities today, but any general downward revision of existing prices is far from being justified by today's conditions in the textbook industry.

"February in the Schools" by Alice Hand

Pages three, four, five, six, and seven

An announcement of unusual interest to new subscribers of The Western Journal of Education

The Western Journal of Education wishes to all a year of successful educational achievements. *The Western Journal of Education* will continue to work for the non-curtailment of efficient educational programs, the payment of adequate salaries, the securing of sufficient textbooks for a modern educational program. *The Western Journal of Education* is against the lowering of the fixed State charges for Education and the taking away of local control of school expenditures.

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Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XXXIX, No. 1 SAN FRANCISCO, JANUARY, 1933 PRICE 15 CENTS

FEBRUARY IN THE SCHOOLS

BY ALICE HAND

"MORALS SHOULD BE TAUGHT only through biography." The suggestion appeals strongly to the educational world of today. Study of the lives of certain great men could well furnish inspiration and guidance to our youngsters for every day of the year, though custom seems to decree that we initiate acquaintance on the birthday of the chosen one. Humanized, made vivid and colorful, such an introduction might promote a lifelong friendship.

February is rich in birthdays of great men and women who have contributed variously to our country's progress. Why not make these birthdays points of departure for a brief review of peaks in our progress as a nation. February fourth, Lindbergh, and changes in transportation from Washington to Hoover; February eleventh, Thomas A. Edison, and a glimpse of epoch-making inventions; February fifteenth, Susan B. Anthony, and the development of the legal and political rights of women; February twelfth and twenty-second, Lincoln and Washington, and the march of democracy. Seven friends worth having, all of them sharing in common the virtues of simplicity, kindliness, high sense of honor, and patriotic devotion!

Of course, the most important of the group are Lincoln and Washington, whose lives year after year present to the enterprising teacher and alert pupil new values in right living and true patriotism. A detailed contrasting of the two great leaders always proves of interest to the older students—environment, education, personal and political ideals, achievements for the nation. Washington, the father of his country; Lincoln representing the brotherhood of all true Americans.

Each man is famous for compact expression of maxims for successful living. Contrast the spirit prevailing in them, and subject the two collections to a white light of criticism from young America of today. Something significant should emerge from the experiment.

Try dividing your class into Lincolnites and Washingtonians, inciting each group to present his hero more magnetically than the other, searching out new anecdotes, fresh character angles; these to be featured eventually in a program presented on the twelfth and the twenty-second, respectively. Marshal the best-known characteristics of the two in their rôles of statesman, neighbor and friend, husband and father, and assign to individual students the business of unearthing illustrative material.

Assemble a reference shelf of volumes early in the month and introduce your students to it. Why not try this year to let birthday celebrations for the two men be distinguished by much informal discussion unobtrusively guided by "teacher"; a single well-chosen playlet; a patriotic song or two; a representative oration of each; a valuation of their services to America by some well-known present-day orator; for example, Shortridge's address delivered at Lincoln Memorial, December 12, 1929, at Washington, D. C. [See cover of WESTERN JOURNAL OF EDUCATION for January, 1931.]

February activities for the primary grades might profitably follow in simplified form some of the suggestions made above. An abundance of material is available wherewith to illumine the teaching values of these two biographies, and your county librarian, if notified in time, will gladly supply you. Lincoln and Washington story books, selections from various readers, volumes of children's playlets, compilations of patriotic verse for little folks, collections of period games, songs, costumes, and the like could be browsed through, and items finding favor could be reported to the class, even in the case of "beginners." Bound volumes of *Child Life* and *St. Nicholas* yield delightful bits of "special-day" verse.

Projects for this month practically suggest themselves, but, "lest we forget," here is a representative list: 1. *Hero booklets* setting down anecdotes illustrative of courage, moral and physical; honesty, fairness, generosity, self-reliance, kindness to friends and animals, and humor in the life of the great man chosen. 2. *Flag studies,* from Betsy Ross's creation to the flag of today. 3. *Health lessons* drawn from the great vitality and endurance of both Lincoln and Washington. 4. *Scrapbooks* illustrating costume, incidents, living conditions, transportation, etc., in both colonial times and Civil War days. 5. A collection of period *songs, games, dances.* 6. "It's named after Washington," or Lincoln, from postage stamps and pennies to states and cities. 7. Study of various *statues, portraits,* and *photographs* for character information. 8. Review of the main features of *pioneer life,* log-cabin menus, gifts from the woods—brier-root ink, medicinal herbs, etc. 9. Relations between *children* and *parents.* 10. Little journeys to Mount Vernon or pioneer Kentucky, contrasting the two environments. 11. A collection of "Tad" stories. 12. Washington and his grandchildren.

Things to make: 1. Log cabins from construction paper [transparent librarian's mending tape makes good "mortar"]. 2. Small "wooden shovel" Lincoln slates. 3. *Silhouettes,* large and small, for window decorations, posters, booklet covers [a silhouette of Washington clasping hands with Lincoln might be achieved]. 4. A large *calendar* with each famous birthday date adorned with a characteristic drawing, or "cut-out," such as an aëroplane for Lindbergh, a telephone for Edison, etc. 5. *Birthday bookmarks.* 6. A sandbox representation of a *scene at Valley Forge* [toy lead soldiers]. 7. Red cardboard *cherry trees* and *hatchets.* 8. *Washington Monument* in clay. 9. A *colonial sampler* in worsteds. 10. Costume *paper dolls* [the Lincoln dolls might give a ball to Washington dolls].

"I WANT TO BE LINCOLN!"

BY ALICE HAND

Little Tad Lincoln's favorite amusement was to give shows in the attic of the White House among the historic rubbish stowed away there by a dozen Presidents in the past.—*Morgan.*

CHARACTERS: Tad Lincoln, age twelve. Boy and girl friends; prominent among them as dialogue leaders are Austin, Mary, Lewis, Jack, Annie, Ruth. *(This number can be increased or diminished according to actors available to the teacher. Episodes can be added to, or cut down, as the situation warrants. This is a suggestive framework, only, to be modified by the teacher to suit her needs.)*

SCENE: A corner of the attic of the White House, suitable for amateur theatricals. Tad, by virtue of his intimate knowledge of the theme to be chosen for the show, is stage director and critic.

TIME: Richmond has fallen, and the North awaits excitedly the formal surrender of Lee.

(The children are grouped about the stage, sitting on boxes, old chairs, perched on tables, or wandering about exploring for possible stage properties. [Raid your atties for these.] *Tad is the center of the picture.)*

AUSTIN: My grandfather has lived in Washington all his life, Tad, and *he* says no children ever before had the kind of fun in the White House that you have. None of them ever got into this attic to make plays the way we're doing now.

TAD: Of course not. There never was anybody like my dad to see that they were let up here to do it. Why, I can drive my goat all up and down the big hall if I want to. He likes my cat and the puppies just as much as I do. Yesterday he told Mr. Secretary Seward about the kittens and puppies coming on the same day, as if it was as important as Grant's taking Vicksburg. He's great! Just as funny and rompy with me as he ever was in Springfield, even if he *did* get to be President of the United States!

LEWIS: I guess he's the kindest man in all the world, Tad. This awful, long war, with him having to order out thousands of fellows to get killed in battle, must about tear him up every day.

MARY: Oh, I know it does, Lewis. I can tell by his eyes the days when they want him to order some soldier shot for sleeping on duty, or running away from some dreadful battle. Ever so many times mother says he won't do it, but pardons them and lets them try again!

TAD: Of course he does, and I've helped him do it, too. Lots of times he does things like that for people just because I ask him to. 'Course my father hates the war, but he says he's always tried to be honest and look things right in the eye. If they're wrong, they have to be fixed right, and if you can't do it by good horse sense and peaceably, you have to do it by fighting for it. And when he once starts a fight, he stays by it till he wins out, and no one can stop him!

ANNIE: I don't see how anyone *could* have wanted slavery spreading up here into our North, and going along with settlers into that grand new country beyond the Mississippi.

JACK: And you'd think *everyone* would have wanted the South to stay peacefully in the Union George Washington made for us.

RUTH: Just think! If the South had won the war, the United States would have turned into thirty-two little countries, each one having slaves if they wanted them. By and by, maybe, all of them fighting each other when things went wrong in their silly old league!

TAD: Yes, that's what would have happened if my dad hadn't been the kind of man that he is, and if General Grant hadn't been a lot like him. My dad knows how to manage people. He can make log cabin folks and city people and big ones like Mr. Secretary Stanton and the Prime Minister of England, see what's right, and *do* it, and *like* doing it!

AUSTIN: His funny stories always help people make up their minds, because they're so nice and common, just like most everyone really is way down deep!

MARY: Yes, and *he* never thinks he's more important, or smarter than other people just because he's President of the United States. Father says he's the truest democrat the world has ever had in it, and that doesn't mean his politics, either.

ANNIE: Goodness, this party's turning into a regular grown-up folks' meeting, all about Tad's father, with a whole attic for playmaking going to waste! I love to make plays when it's raining outdoors the way it is now!

LEWIS: So do I, but I like to talk about Mr. Lincoln, too. I'll tell you what: Let's play out some of the things Tad has told us about his father. Tad, you be stage manager and tell us if we do it right. We can pretend all the things that aren't here!

ANNIE: Oh, goody! We can have Abe to start with, in the cabin with only three sides and a bonfire in front! No, better, the second cabin, with a fireplace.

JACK: And Abe at school telling the teacher about the deer horn he broke off.

AUSTIN: And showing how he could lift six hundred pounds. I'll be Lincoln that time.

RUTH: Of course you *would* want to. *I* want to act about the book getting spoiled, and the very first dollar he earned for himself.

TAD: And don't forget the slave auction he saw in New Orleans and——

LEWIS: Oh, come on, let's get going. I'll be Mr. Lincoln this time, and I choose Nelly to be Sarah, my sister.

TAD *(stepping off an imaginary stage):* Here's the cabin, and this is the fireplace. Lewis, you be lying down in front of it with a book beside you, and the wooden shovel in front of you to write on. Sarah, you're mixing corn dodgers at the table with the spinning wheel near it. Now *go*. The curtain's up!

SARAH: Gracious Abe, you're as solemn as the little papoose they said you looked like when you were a baby. What's the matter? Wish you had real paper and pencil to write with?

ABE: Well, I *was* thinking that if I keep on scraping off a little of this shovel with my knife every time I get through doing arithmetic on it, father will have to make a new one before long; but I *am* learning to figure better every day. I think I'll be a surveyor some day, like George Washington was!

SARAH: Oh, ho! So you're not going to be a farmer! It's Washington, Washington, ever since Mr. Crawford lent you that book about his life that the rain spoiled for you!

ABE: Ouch! It makes my back ache right now when I think of those three days I spent husking his old corn for him to pay for letting the cover get soused. It's mine now, though, along with Æsop and "Pilgrim's Progress" and "Robinson Crusoe" and the Bible. I like the Washington book best right now. I'm going to——

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SARAH: Yes, I suppose you think maybe *you* can get to be President of the United States just the way *he* did.

ABE: Well now, Sarah, queerer things have happened, like Jonah getting swallowed by the whale, and——

SARAH: I tell you what, Abe, when I see you smarter in school than any of the rest of us, figuring as well as teacher himself, always puzzling out long words, reading every book within fifty miles of this cabin after you've done enough work for three men, I sometimes believe you can be anything in the world you want to be!

ABE: There's a fine sister who knows a smart brother when she sees him! I certainly don't want to keep on hoeing corn and splitting rails and helping father carpenter when I can do things with my head out yonder in the big world.

SARAH: Oh, Abe, that *was* a splendid speech about the Constitution and Henry Clay and slavery that you made to Dennis and Polly and old Tige and me down in the cornfield yesterday. I peeped into that big law book you borrowed last week, and it made my head swim just to spell out a few of the long words. Anyone who really knows what they mean when he's only thirteen is bound to——

ABE: Be President of the United States yet—eh, sis? But a lawyer with plenty of good hard common sense, willing to grind hard at any tough job, one who's as strong and healthy as I am, ought to be a pretty useful citizen, anyhow!

(One of the boys, impersonating Lincoln's father, rushes in.)

FATHER: Useful citizen, did you say? What do you mean by loafing around in front of the fire with one hundred rails to be split for Mr. Grigsby's new fence! *I'll* make a useful citizen out of you if I have to give you a good beating——

TAD *(racing up to him indignantly):* Here, you can't talk to Abe Lincoln that way! I won't have it! Why I can lick you any day. Don't you dare——

JACK *(as children all laugh and Tad breaks off sheepishly):* He's forgotten it's a play! That's a joke on him.

TAD *(good-naturedly):* Oh, well, laugh if you want to, but just the same I'm managing this acting and I know that my grandmother never *let* my grandfather scold Abe Lincoln for trying to learn everything he could; and he always worked harder when he worked than any boy in the county, even if he did read and study whenever he got a chance!

MARY: There, there, Tad; calm down. I always liked your telling about how he read the dictionary straight through one winter, and how he said it made good reading, only it changed the subject too often.

TAD: Mr. Everett says that's why the words in his speeches are always so exactly right—that and reading the Bible so much. Go on, it's your turn to put on a show next, Ruth.

RUTH: Oh, dear, it's hard to choose. I've always loved knowing about how kind and gentle he is with animals, just the way he is with people, not wanting to kill any of the wild things for food, putting baby birds back into their nests, getting the little dog over the ice, and even dragging the poor pig out of the mire in his best clothes!

TAD: Ho, ho, *he* doesn't mind about best clothes. He hates them. *He's* not a dandy like Stephen Douglas with his ruffled shirts and silk vests and gold watch chain. My father likes to be clean, but he has other things to think about besides clothes. My grandmother says when he earned that very first dollar of his own by ferrying trunks out to the steamer for two strangers, she begged him to buy some new trousers because his were so short for his tall legs that all the folks called him Long Shanks, but he just laughed and spent it for law books.

ANNIE: I wish I had been the lady he brought the change back to when he charged her too much for tea. What a long, cold walk just for six cents.

AUSTIN: Yes, but those were the things that made everyone trust him and call him Honest Abe. When Lee surrenders and Mr. Lincoln starts the job of trying to fix the South up again, *they'll* trust him just like that, and know that when he makes a promise it's an *honest* promise.

RUTH: Goodness, here we go again, talking just like the grown-ups. Come on! I'm going to be the slave girl he saw down in New Orleans being sold on the block. I choose you to be the auction man, Tom, and Austin can be Lincoln this time, walking along the street with the friends who came down the river on the flatboat with him.

TAD: Fine! Hop up on this stool, Ruth, and look awful scared and hunched up. Tom, you go and sell her to these folks here.

TOM *(in deep voice):* All right, folks! What am I bid for this slave girl? She's strong and healthy, and can work all day and half the night. Hold your head up, girl, and show them how good your teeth are. Do as I say! *(He pretends to strike her, and she cowers and screams.)*

AUSTIN *(as Lincoln, rushes forward):* Look here, fellows, I can't stand this. A girl being sold on the block like an animal. I'm going to lay that rascal out. Let go of me, I tell you!

FIRST FRIEND: You can't do a thing about it, Abe. They'll arrest you.

SECOND FRIEND: They do this all over the South. Take children away from their mothers and work them as hard as they want to. It's slavery, son. Come on! Let's move on!

LINCOLN: All right! I will this time, but mark my words, boys, if ever I get a chance to hit this thing, I'll hit it *hard!*

TAD *(excitedly breaking in):* And *can* he hit hard, and *did* he! I was right jam up against his elbow when he signed the Emancipation Proclamation. He was happier that night than he'd been for months. Jump down from there, Ruth. Let's do the Stephen A. Douglas debates with Jack for——

(A voice cries out off stage, "Lee has surrendered! The war's over!" Cheers and shouts.)

TAD: Hurrah, hurrah! The Union's safe! And no more slavery! I'm going to find father and see him look glad. *(The children cheer also as they rush for the door.)*

CURTAIN

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LINCOLN ISN'T HOMELY

[Betty and Peter study a wall portrait of Lincoln.]

BETTY: Anne thinks that Lincoln is homely and glum
In his picture—let's look at him close, Peter—come!
Oh, no, he's not cross, just lonely and sad;
I wish he could smile and laugh and be glad!

PETER: Why, he joked a lot, and better yet,
Made *others* laugh, and helped them forget
They were worried or sick. In the White House he'd play
With his own little boys—a romp every day!

BETTY: I suppose they knew when *he* was that old,
He lived in a shack and went ragged and cold,
And worked every minute and studied at night,
And tried to be honest and kind and upright!

PETER: And when he was President, *still* he was square!
He wanted the people to do their share
In keeping our country united and strong,
With the North and the South both getting along!

BETTY: But they quarreled over slavery—"It's wrong," the North said.
War happened, and thousands were crippled and dead.
I think that is why his pictures look sad—
He couldn't be happy when things were so bad!

PETER: But he freed the slaves! Just look at his eyes—
How kind they are, Betty—and patient and wise!
He saved the Union—let's learn all we can
Of Abraham Lincoln, our country's Great Man!

—*Alice Hand.*

THE PROPHECY OF TOKAMAHAMON

BY ALICE HAND

CHARACTERS: George Washington, age twenty-four; Charles Washington, age fifteen; Jack Washington, age seventeen; Tanacharisson, *Seneca "Half King" (Vice President of Indian Confederacy)*, Tokamahamon, *Seneca Prophet and Medicine Man.*

SCENE: Forests about upper waters of the Ohio.

COSTUMES: White men—moccasins, fringed hunting shirts, tailed fur caps *(flannel shirts, khaki trousers, and boots will do).* Indians—moccasins, deerskin shirts, leggings, feather head bands.

STAGE SETTING: A stump or two, a fallen log, bowlders, a thicket of bushes, leaves scattered on "ground." *(Jack resting on log, Charles prowling about "sighting" the landscape for a glimpse of the trail.)*

JACK: Neither you nor I know this country. You couldn't lose me in the Blue Ridge tract, but the course of this pesky river has me tricked.

CHARLES: We shouldn't have left the trail. The longest way round in the woods is sometimes the shortest way home, according to Brother George.

JACK: And he knows more woodcraft than any man in the colonies. He commenced scouting this Ohio Valley when he was only sixteen.

CHARLES: I wonder that he'd come back into it even for such good paying stuff as this, after his awful job with Braddock's outfit on the Monongahela!

JACK: Old George is no jellyfish. He loves surveying. He wouldn't let ghosts from that blundering massacre scare him out now. We were lucky to get the chance to come along with him, though no one but a giant could stand his pace. No wonder we're trailing behind now.

CHARLES: When George was fifteen like me, he could out-ride, out-hunt, out-shoot, and out-swim any grown man in the county.

JACK: I suppose you know Sam's still almost breaking an arm trying to throw a silver dollar across our river the way George did.

CHARLES: It'll break if he ever does it! He'll have to mak that silver dollar go farther for him than it does right now Look, sun beginning to go down, and two big zanies lost of the trail!

JACK: George'll make fun of us, if we ever manage to catc up to him again!

CHARLES *(indignantly)*: What do you mean! George neve makes fun of anyone for doing something stupid. You know how he is with the company he drills down in Fredericksburg Snap, snap, and zing at them if they don't come up to snuff But he never makes fun of anyone and you know it!

JACK: Well, you needn't get so hot about it! He *is* decen about hurting people's feelings, I know it! He'll probably tur back after awhile and round us up, though I'd rather be sho than have him think us such numskulls!

CHARLES: Compass not much good here. Let's give a bi whoop. It may help him pick us up more easily.

JACK: Yes, and it may be a kind invitation to some stra band of redskins—but here goes!

(They shout alternately and together—"Halloo," etc.)

CHARLES *(glancing nervously about him)*: Redskins! Jack, don't want to give you a start or myself either, but twice in th last ten minutes I've seen something stirring in that thicke over there! Probably a raccoon, or a wildcat, but——

JACK: I see it! Get your knife loosened up, old boy. M pistol's no good since I slipped in that last stream we waded Good heavens! *(An arrow sings past Jack's head.)*

CHARLES: Look out, Jack. He's on you! *(Two Indians lea from the thicket and attack the boys, endeavoring to clap hand on their mouths to prevent their outcry of "George George! This way! Help!" An answering call comes to thei ears. George rushes in and hurls himself at the more powerfu Indian. At sight of him, they both loose their captives and fac George in consternation.)*

GEORGE: Tanacharisson, the Seneca Half King! What are you doing to my brothers?

TANACHARISSON: Conotacarius! Destroyer of Villages! You here again! And these your brothers? I did not know it. I would not hurt them. Only quiet their cries, because we——

GEORGE *(sternly):* You stalk big game near at hand? These are young in woodcraft. But go. We shout no more. You and I, Tanacharisson, are friends of old. Is all well in the wigwam down the river?

TANACHARISSON: It is well, white brother! *(Turns to the two boys)* We would not harm you, little brothers of Conotacarius, forgive!

JACK *(with dignity):* We forgive. We are not hurt.

CHARLES: No, but big scare for both. We know about you, Tanacharisson. We know of how the French are taking your villages from you. We are sorry.

TANACHARISSON: We *hate* the paleface French! Scalp! Scalp all, some day! *(Gestures.)*

GEORGE: The French will not be in the Ohio Valley much longer, Great Chief. English Big White Father will help you soon. I do not know your comrade here!

TANACHARISSON: Tokamahamon, it is. Great Medicine Man of the Senecas. Oh, Conotacarius. He know much. The Great Spirit dwell close behind his shoulder. We journey to big powwow at Sachem Rock tonight.

(Tokamahamon has been gazing fixedly at Washington. Now he raises his hand high and speaks slowly and solemnly.)

TOKAMAHAMON: Great chief and ruler some day, this paleface, Conotacarius! I see him in the clouds. I know his face in flames of our council fire. He fight, fight, and after each battle always stronger among white men. He chief of paleface green shirts who fight like Indians. He chief of others, too. All fight the redcoats, long, long! Many die, many go hungry and cold, but fight, fight. Never stop fighting till redcoats all go back across big water. Then Conotacarius big chief over great country. He not Half King like Tanacharisson—he Whole King!

GEORGE: Good heavens, what is he saying!

JACK *(eagerly):* Can't you see it, George? The colonies rebelling against England! Patrick Henry has whispered of it. That's what he means.

CHARLES: It makes my scalp prickle. *You,* George! First a great general. Then a ruler over a big new country, free of England, growing, growing—pushing across the mountains into——

GEORGE: Be quiet, Charles! The ridiculous notion of an old dream-fogged Indian, and you rise to it this way!

TOKAMAHAMON: No, no. The young see right, and Great Spirit speak always true to Tokamahamon. All, all Indian and white man some day love Conotacarius, Great White Father. He promise. They know it is well. He make law. They obey. He wise, strong. Great ruler over all. Tokamahamon know. He say no more. Come, Tanacharisson. Big Sachem Rock call to us. Come!

TANACHARISSON: Peace and farewell, my brother. He say true. He know. Farewell, little brothers to new Great White Father. Farewell.

(They go out slowly and with great dignity. The three Washingtons stand for a moment awed and quiet, looking after them.)

GEORGE *(sighing deeply):* Foolish words of an old half-crazed Indian and yet—and yet——

CHARLES: It is going to be true! This country wasn't made for high-handed British, but for us colonists who love it and want to live here free and independent!

JACK: And no one, *no one* could make a greater general, wiser ruler than you—George. I——

GEORGE: Stop! Forget this nonsense. Don't breathe a word of it to a living soul. Come. It's a far cry to camp. General, leader—— Perhaps! Who knows! We're close to the trail, boys. Get to it. Move fast! *(Exit on curtain.)*

"WE'RE PROUD OF GEORGE WASHINGTON"

[Betty and Peter enter, each one carrying a story book with pictures of Washington displayed to view.]

PETER: Look Betty! That George was strong and brave;
He could make the Indian chiefs behave!
He knew how to shoot and ride and swim—
I'd like to have scouted the woods with him!

BETTY: And yet he was kind and gentle, too!
When he told things, he told them true.
He liked to be careful. He always obeyed
Some fine good rules that he had made!

PETER: When he was right, he'd set his chin
And square his shoulders, and fight to win!
That's how he made this country free
When England was tramping us down, you see!

BETTY: And Peter, he knew how to help us make
The new good laws so hard to break.
Our first great President! Let's both say
We're proud of George Washington every day!

—*Alice Hand.*

References

Back files of the WESTERN JOURNAL OF EDUCATION for verse, biographical material, Lincoln and Washington sayings and maxims, commentary, quotations, and anecdotes; "Abraham Lincoln, the Boy and the Man," James Morgan (excellent material and very useful bibliography); "The Life of Abraham Lincoln for Boys and Girls," Moores; "The Boy's Life of Abraham Lincoln," Nicolay; "The Children's Life of Abraham Lincoln," Putnam; "Abraham Lincoln Grows Up," Carl Sandburg; "Oft Told Tales of Lincoln," Winchester; "Peeps at Abraham Lincoln," Vivier; "The Master of Mount Vernon," Belle Moses; "The Story of Young George Washington," Whipple; "Holiday Plays," Merington; "Little American History Plays for Little Americans," Hubbard; "Pieces for Every Day the Schools Celebrate," Denning and Bemis; "The Travels of George Washington," the *National Geographic Magazine* for January, 1932; "Episodes in the Life of Washington," by A. J. Cloud and Vierling Kersey, published by Scribner's, price 80 cents; for special pictures of Lincoln and Washington, write the Perry Pictures Company, Box 7, Malden, Mass., and Keystone View Company, Meadville, Pa.

NEW SCIENCE BOOKS

TEACHERS of junior high school science throughout the United States have been much interested the past year in a new approach to junior high school science that appears in the Corwin Science Series by Mae Johnson Corwin of the Phineas Banning Junior–Senior High School, Los Angeles, and Walling Corwin of the Point Loma Junior–Senior High School, San Diego, published by the Harr Wagner Publishing Company of San Francisco. These two teachers have made available a one-cycle approach to junior high school science. In this series each book is complete in itself. The seventh year book, "The Science of Human Living," is a course in wholesome living, emphasizing factors of human biology that affect proper living. The eighth year book, "The Science of Plant and Animal Life," is a discussion of plant and animal biological factors that are closely related to human life. The ninth year book, "The Science of Discovery and Invention," is a discussion of the physical sciences as they affect life today. The three books of this junior high school science series are unusually attractive in make-up and illustrations. They have proved most useful as basic adoption books as well as valuable for use in supplemental sets. This series can be secured from the Harr Wagner Publishing Company, 609 Mission Street, San Francisco. The books list at the following prices: "The Science of Human Living," 464 pages, $1.68; "The Science of Plant and Animal Life," 592 pages, $1.72; "The Science of Discovery and Invention," 735 pages, $1.80.

ALICE ROSE POWER

GOVERNOR ROLPH has appointed Alice Rose Power a member of the State Board of Education. Miss Power is an author of successful books, principal of the Washington Irving School of San Francisco, and for nearly fourteen years a member of the San Francisco Board of Education. Governor Rolph has been highly commended for this appointment. The San Francisco *School Bulletin* devoted a full page in appreciation of Miss Power's educational record. The Board of Education at its meeting on January 3 passed resolutions giving her high praise for her services. The San Francisco Council of School Women also sent a resolution of commendation to Governor Rolph. Miss Power's rise from a rural school teacher to one of the outstanding educational leaders of the state is due to her devotion to duty, her integrity, her tolerance, and her belief in the principles of democracy and that an active teacher has an inherent right to serve on governing boards. Miss Power, until her appointment to the San Francisco Board of Education, was an active associate editor of the WESTERN JOURNAL OF EDUCATION. This publication has had three associate editors who have definitely taken high places in our educational system—Doctor E. C. Moore, now the president of the University of California at Los Angeles, Doctor E. P. Cubberley of Stanford University, and Alice Rose Power of the State Board of Education.

STATE LEGISLATURE AND SCHOOL SITUATION

BY W. M. CULP

THE YEAR 1933 opens with schools and school financing a major problem before the California State Legislature and the citizens of California. To those who know, during the past two years economy has been practiced in the schools of the state to a point where further curtailment is bound to harm seriously the educational program. The teacher load has been raised until classes of sixty or more are not uncommon, supervision has been entirely deleted or reduced heavily, purchases of textbooks and library books have been reduced heavily and in some cases have been done away with entirely, with trustees acting contrary to state law as to minimum purchases, salary funds for teachers have not been expended but have been kept intact with the hope that the State Legislature might pass a retroactive act enabling the use of these funds for other purposes, capital outlays have been done away with entirely or greatly lessened, salaries of teachers have been reduced from 5 per cent to 20 per cent and more already.

With the schools in this situation the attempt to add to this a further reduction of 20 per cent in the state educational fixed charges, as suggested in Governor Rolph's message to the State Legislature and by State Senator Breed's bills already presented to the State Senate, cannot but fail to seriously cripple the present educational program in California.

Vierling Kersey, State Superintendent of Public Instruction of California, is absolutely opposed to this program of reduction of the state constitutional fixed charges for education. He believes that the idea is so impossible that the citizens of the state will not subscribe to the proposition. He has stated that the state educational forces have not even organized to combat this threat because they do not think the voters of the state are willing to tear down an educational system they have previously supported so completely. Superintendent Kersey is standing upon a program calling for the maintenance of present educational standards.

At the present time the state supplies 14 per cent of the school monies expended for public education in California. Superintendent Kersey believes that if there is to be any reduction in school taxes it should fall upon those districts that now supply 86 per cent of the school monies.

Superintendent Kersey stands for an equalization of state school support, which would call for an increase of state funds received from utility corporations and the like and a lessening of district taxes that are local property taxes. At the last general election 600,000 persons in California subscribed to this proposition in voting for Amendment No. 9. It is thus a question of whether the corporation or the farmer and local property owner is most needy as regards the question of a reduction of their taxes.

To the WESTERN JOURNAL OF EDUCATION the problem resolves itself into one that calls for a revision of the present methods of state taxation. The state should proportionately raise a larger share of the monies expended for public education in California and local districts should raise less. In spite of the times, there is plenty of taxable wealth in California that is escaping taxation and it should be taxed. A sales tax is not an unjust tax. What we need in California is a tax system that will cause all equally to bear their proper proportion of the tax burden. It is up to the state legislators to bring this about.

OF TREMENDOUS INTEREST at this time is a "Legislative News" *Bulletin* that will be published weekly by the State Department of Education. Superintendent Kersey in this *Bulletin* will furnish news concerning proposed legislation affecting education. Its purpose is to keep those interested in the developments at the Legislature informed and will be supplied to any person requesting it.

C. S. TORVEND, Superintendent in charge of the Patterson Elementary Schools, continues to keep his schools operating at full efficiency, though there has been a great reduction in school expenditures, as the local levy was cut from 45 to 25 cents.

The Harr Wagner Publishing Company offer two recent successful publications for the securing of correct speech in the upper grades and the junior high school, and one book prepared for remedial reading in the upper grades.

SPOKEN DRILLS AND TESTS IN ENGLISH

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JUNIOR SPEECH BOOK

By LEONARD G. NATTKEMPER *and* WILLIAM V. MCCAY, *Department of Speech, Polytechnic High School, Long Beach, California*

List $1.25

A text-book of Speech Education that gets down to fundamentals and gives directions and materials that are of immediate value to the student. A book with a three-fold approach—first a statement of principles for the young speaker, then two series of projects each of assignments of graded difficulty.

COMRADES OF THE DESERT

By RUTH THOMPSON

List $1.25

A thrilling story of four boys on the Mojave Desert. This book has been used extensively with remarkable success in Los Angeles and Pasadena. A guide for the use of this book by the pupil has recently been written, called "Units of Work in Reading Comprehension," based upon "Comrades of the Desert," by Alma Leonhardy and Grace Hogoboom of the Los Angeles City Schools. This guide is furnished complimentary with purchase of each copy of "Comrades of the Desert."

HARR WAGNER PUBLISHING COMPANY

609 Mission Street San Francisco, California

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

Mrs. Lorraine M. Sherer, director of curriculum of the Los Angeles County schools, has been secured by University College of Los Angeles, a unit of the University of Southern California, to present the advanced course in "Problems of the Elementary Curriculum" (Course 127 T) in the term opening January 3, 1933. The purpose of Mrs. Sherer in this course is to take up matters dealing with the actual construction of a curriculum, and is primarily designed for the assistance of teachers engaged in curriculum construction work in their own classrooms. Robert H. Lane, Assistant Superintendent of the Los Angeles City Schools, continues as in the past at University College to present two courses in "Problems of the Elementary Curriculum" (Courses 127 F and 127 S) that lead up to the more advanced course.

An innovation that proved tremendously popular this past fall were the Los Angeles County elementary institute field trips that were arranged for Los Angeles County elementary teachers by Mrs. Lorraine M. Sherer, director of curriculum for Los Angeles County. Over sixteen hundred teachers availed themselves of the opportunity to earn institute credit by going upon these trips. The various trips and group leaders were as follows: Citrus Packing House Trips—Leaders (a) Douglas P. Lucas, Superintendent Hudson Schools, Puente, (b) Laura P. Jones, Superintendent Duarte Schools, (c) Miss Elizabeth Steinberger, principal Sierra Madre school; Clay-Working Trips—Leaders (a) Mrs. Ada Nelson, principal Los Nietos school, (b) Miss Elizabeth Hillebert, principal Stoneman Avenue school, San Marino, (c) Mrs. D. K. Gibson, principal Washington school, San Gabriel; Los Angeles Harbor Trips—Leader, Homer F. Aker, Superintendent Arcadia Schools; Creamery and Dairy Trips—Leaders (a) Mrs. Josephine Hurley, primary supervisor Clearwater schools, and Miss Bessie C. Brown, Superintendent Culver City Schools, (b) Mrs. Estelle Sproule, principal George Washington school, Burbank, and Miss Lida C. McCoid, rural supervisor of primary education, Los Angeles County schools; Miss Maude K. Harris, principal Oneonta school, South Pasadena, and Miss Nell Watkins, primary supervisor, Lynwood, (c) James C. Butler, principal Eastmont school, Montebello, and Miss Grace L. Adams, supervisor of health and physical education, Los Angeles County schools; trips to the Los Angeles Museum and the Southwest Museum were also scheduled.

Doctor Earl Thompson has been District Superintendent of the Claremont, California, Schools for the past seven years, during which time he has inaugurated and carried on a most modern plan of education in a town whose main business is that of education. For it is in Claremont that Pomona College has thrived for several decades, and of late years it is there that the Claremont Colleges have been established. With this stress upon education, Doctor Thompson has had a happy community to work with and has had strong support in the running of the grammar school and the junior–senior high school. The completion of a $140,000 new unit of the high school plant is the work of the present moment. The unit contains an auditorium of 750 capacity; a library with a junior high school study room on one side and a senior high school study room on the other side; domestic science units; physics, chemistry, biology, and general science rooms combined for laboratory work and lecture; rooms for chorus and orchestra. A separate building is being constructed for boys' physical education with showers and dressing rooms and an exercise room on the top. Superintendent Thompson is a graduate of the Utah Agricultural College at Logan, Utah, and his doctor's degree was received from the University of California.

C. A. Marcy, District Superintendent of the Manhattan Beach Schools, author of "The Indians' Garden" and "The Padres' Garden," two titles of the Western Nature Science Series published by the Harr Wagner Publishing Company, and lecturer in nature study for the extension division of the University of California, was a speaker at the Los Angeles City and County kindergarten–primary institute held in the Polytechnic High School, Los Angeles, December 21, 1932. Superintendent Marcy had as his topic "Using the Child's Own Environment in Nature and Social Studies."

A. D. Schneider, District Superintendent of the Hughson Grammar School, and his teachers are assisting in the Stanislaus County course of study work that is going on in this county under the direction of Doctor George E. Freeland of San Jose State Teachers College and Doctor Leo Baisden, Assistant Superintendent of the Sacramento City Schools.

S. W. McConnell is in his fifth year as District Superintendent of the Newman Elementary Schools. In the town's two schools are 475 pupils, an increase of forty-five over last year. One of the features of the year has been the establishment of an attractive library in the upper grammar school.

At Los Banos District Superintendent M. R. Miano of the elementary school and the junior–senior high school under Principal L. J. Spindt have effected this year a reorganization. The seventh and eighth grades have been placed back under Mr. Miano and instead of a (1–6) and (7–12) organization as of the past few years, Los Banos has returned to the original form of the (1–8) and (9–12) arrangement. Superintendent Miano has a school of around 750 pupils under twenty-one teachers. This is the eleventh year Mr. Miano has been in charge of the Los Banos elementary schools.

Miss Nila B. Smith, dean of the Broadoaks School of Education, Pasadena, and head of the department of education, Whittier College, according to the preliminary announcement of the 1933 summer session of the University of Southern California, is to lecture this summer at that university. Miss Smith has taught for two summers at the University of Chicago summer sessions. She is coauthor with Curtis of the Curtis–Smith Picture Story Reading Lessons, published by Hall & McCreary Company.

James Clayton Haines, District Superintendent of the Jefferson School District, Lenox, continues to head the community work in relief of distress this winter. The board of trustees of the district are behind Mr. Haines, and to the limit of their funds are carrying on improvements to the school buildings and playgrounds. This work is distributed among those out of employment.

Over seven hundred pupils are now enrolled in the Norwalk grammar schools under District Superintendent Don T. Delmet. Improvements to the school plant continue to be made, the latest of which was the erection of a $2,000 fence around the school grounds. Two new busses were recently purchased at a cost of $7,000.

The Western Journal of Education

HARR WAGNER, Editor

OFFICIAL DEPARTMENT—Official News and Articlea furnished by Vierling Kersey and other members of the State Department of Education.

Founded in 1895, it commanda the aupport of every teacher who is intereated in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It ia not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, hoth of men and meaaures.

Manuacripta, Contributions of an educational character, including Methoda, Devices, School Newa, Matters of Special Interest to School Trustees, etc., desired.

Published monthly. Subscription, $1.50 per year; single copies, 15 cents. Addresa all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Miasion Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

LIBRARY NEWS

By MAY DEXTER HENSHALL
County Library Organizer, State Library

County Library Publicity by Radio

By OLIVE RYDER *and* GRETCHEN D. KNIEF,
Reference Division, Los Angeles County Library

THE LOS ANGELES COUNTY LIBRARY was recently included in a series of short radio talks on topics of current interest in county government. These talks were given by Supervisors Quinn and Baine over station KRKD, Los Angeles. On one of the dates Colonel Jerome F. Sears, budget accountant for Los Angeles County, devoted the entire radio time to the county library. Speaking for Supervisor Quinn, Colonel Sears said:

"What is it, my friends, that thrives on depression? What does more business during the lean years than in prosperous years, though like most everything else it has less money to spend? That, my friends, is each and every public library in the United States. And, what particular libraries do we have here in California that serve as models for others in our country? What libraries do we operate which have become so famous that even Russia has copied them? Those are none other than our California *county* libraries.

"We here in California don't think it fair and square that only those who live in larger towns should have libraries and good books to read. We believe that everyone has a right to read good books, no matter where he lives. And that is why we have county libraries. From its central library, in Los Angeles, our county library spreads out over the whole county like a delicate net of veins. We know our heart regularly pumps fresh blood through the veins. Just so the county library regularly sends out a fresh supply of books and takes back the old ones. As long as the heart pumps, we live. As long as our county library sends out fresh books, our community branches will live and prosper. They can't grow stale.

"Watching the county library headquarters at work here in Los Angeles is a big surprise. Do you remember what the old libraries were like? More like museums or vaults, weren't they? But our county library is a very busy place. Each year thousands of books are shipped to county library branches. Last year the Los Angeles County Library loaned for home use over three million. Forty-two per cent of these were used in the twenty-five incorporated towns where branches are located. All the others were read by people living in the unincorporated territory of the county. It is, in fact, the largest county library in the world. "Now what makes our library the public utility it has become? Who read these three million books, and why? Reading is supposedly an old-fashioned virtue. The automobile, the radio, and the motion picture are usually thought to be strong competitors. Still, 10 per cent more people used the libraries in thirty-six large cities of the United States in 1931 than ever before. Our county library reports 25 per cent more requests for information on special subjects than last year and 40 per cent more than during the year 1929–30. In these trying times, we are indeed harvesting rich returns in service from our investment in libraries.

"Among the thousands of people who use the library, let us first see what our children get out of it. When times get harder and dimes get scarcer and scarcer for movies, candy, and other fun, because of free libraries they may still have good books to amuse them. A child who reads is rarely discontented and restless. Police officers continually stress the fact that good books prevent delinquency and crime. When our boys and girls are busy with books, we know where they are and what they are doing. I recently read that in Fort Wayne, Ind., 85 per cent of all children of school age use the library. That is a fine record and proves that the old fairy tales and adventure stories are just as good today as ever.

"Then there are the many young people who can't go back to college this fall. There is no reason why they shouldn't keep on studying. America is full of serious students. The idea of the self-made man is one of our proudest heritages, and our public libraries have played a large part in forming and preserving it. Looking over some of the reading courses at the county library, I am amazed at the variety. There is hardly a subject taught in college which isn't represented in this collection. I would urge these young men and women to keep busy this year by using their library as their school. Not being *forced* to study, they can test their character by seeing how much they *want* to study.

"We all know, too, that traveling around in Los Angeles County is like taking a miniature world tour. Mountains, ocean, snow, tropical heat, deserts, fertile land—we have it all. And it seems to me that, wherever I go, the county library sign greets me, until now I find myself actually looking for it. I visit Catalina Island and find a branch of our library flourishing there. I'm told that up on Mount Wilson they operate the only library in the world which is open twenty-four hours a day. The books are shelved in the observatory, and whenever the sky is cloudy, or when the night hours are long, these scientists pass away the time by reading. So, too, we find that at the County General Hospital, at the Olive View Sanitarium, the County Farm, in jails and trusty camps, our county library spreads the healing and contentment found in books.

"Driving through Antelope Valley not long ago, I stopped to talk to a rancher irrigating his trees. When I remarked that it probably was a dreary job watching the water, he held up a book he'd been reading and said: 'Not as long as I've got the county library to get me some good books.' Another lonely desert scout begged: 'Send us books to keep us sane. We have nothing out here but the sand and the stars.' There in the desert, miles away from city life, I found what the county library really meant. Living anywhere, today, is unthinkable without books and magazines. In the cabin on the mountain top, out on the desert, in the town, in the school, in the home, in our business, books have become a necessity. The 'back to the country' or, better yet, the 'stay in the country' movements will be more successfully carried on, I know, if plenty of good books are on hand for pleasure reading and study.

Behind each of our 150 large and small branch libraries located in the county stands the entire powerful organization of the central library, a department of our county government. This makes all the branches equally strong. Books that a single small library could never afford to buy can be borrowed from the central library. The latest information on science and engineering; beautiful books on art and architecture, landscape gardening and flower-growing—all are included. Practical books to help a man in anything he wants to do; books on questions of the day in politics and economics—all can be had for the asking. Through a regular book exchange system, there is no end to the variety of books which users of the county library branches can get. Service is not measured to those who make their wants known. Thus the largest, the smallest, the nearest, and the most distant branches share alike in the 380,000 books which the county library now owns.

"I said before that our libraries have become public utilities. People are making real bread and butter use of them. Industrious, ambitious, intelligent men and women have rarely ever had so much time on their hands. And it is just these people who are getting the most benefit our of our libraries today.

What are you doing, while out of a job—or what *would* you do? Recently a group of unemployed family men opened a factory in Los Angeles to manufacture and sell novelties for the Christmas trade. Others have said to themselves: 'I'm going to paint houses, raise poultry, make clothes. I'm going to cook and run an eating stand, because people will always go where good food is served. I'll do this thing or that because I've always liked to and I know how, or I'm going to learn.' It seems that many thousands in Los Angeles County have discovered that their library can give them help on all of these things.

"Looking over a list of questions answered by the county library last year, I see that most of them cover very practical fields. For instance, an automobile mechanic wanted to study wheel and brake work before taking a civil-service examination. A young Mexican barber wanted to read the new state law affecting his trade. A thrifty housewife came to the library to get help on making out a household budget for a small income. Others wanted information on the butcher's trade; how to glaze tile; how and where to apply for homesteading rights; formulas for standard and fancy ice creams; pear culture; goat-milk analysis; wood inlay work; professional candy-making; taxidermy; sign painting; septic tank construction; die-making; sheet metal punch and press work, and thousands of other subjects.

"Unless a person actually sees the vast number of requests sent into the county library every day from community branches, this great variety of questions is almost unbelievable. Day in and day out these requests for information flow into the central reference department. With equal regularity the answers—found in books, magazines, government documents, and pamphlets—are sent back. The public library has become the ambitious man's university. When times improve, these are the people who will be able to get choice seats on the prosperity wagon.

"But there is one other thing our libraries are doing today. There is the matter of morale. Discouragement and despair may easily be the outcome of this struggle against being without a job. During the World War, American libraries raised and spent millions of dollars to keep up the morale of three or four million men in service. Today there are more men in the ranks of the unemployed than ever saw service in the war. The need for keeping up our morale is greater now than at any time. And libraries, including our county library, are finding even a wider opportunity for service than during those war years, though there is far less money to spend now than at that time.

"Today the same questions are asked over and over again. 'How did the world get this way?' 'What can be done about it?' 'If we had all known more, could we have stopped it?' 'Give me some books to explain and

make it clear to me.' Change is in the air. Men and women are busy studying our economic situation, our American life, our type of government. Our county library has a splendid collection of books dealing chiefly with county government. We are learning to do things in a better way. Our reading-rooms are always crowded.

"As long as we still have our public libraries to fall back on, all is not lost. As long as reliable information may still be freely found at our libraries, there is hope that civilization will win in the end. Doctor Charles A. Beard, the well-known historian, says that this depression differs from others in leading men and women to think. If that is the case, we are not suffering these troubles in vain, and our libraries have greater reason for existence than ever before. We are able to go there to find what others have done, what others think.

"Our county library is a public library which may well be compared to a tree. While the branches grow stronger with each day's service, the thousands of people who use the library are like the leaves which not only feed upon the tree, but also give it life. If the library, like the tree, is properly nourished and cultivated, its roots will strike deeper and deeper. Its increasing size will increase its value. And its untold benefits to each and every one who uses it will justify its protection and the money we are spending on it. The work of the library is non-competitive. Every cent we use in extending and operating our libraries as a part of the cultural plant of the nation brings double and triple rewards."

WESTERN SCHOOL NEWS

A. G. ELMORE, the well-known and progressive school superintendent of Stanislaus County, has resigned on account of ill health. His many friends and acquaintances in California hope for his complete recovery. Mrs. Loureen Elmore, his wife, has been appointed in his place. Mrs. Elmore is familiar with the work of the office and has fine administrative ability. Miss Bernice Patterson has been appointed Chief Deputy.

Day Art Classes—Complete 3 and 4 year art courses in preparation for life work in Fine Arts, Applied Arts, and Art Education (teacher training, state-accredited).

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Saturday Art Classes—Affiliated with the regular adult classes are special Saturday morning art classes for children. The water-color class is also of interest to teachers.

The second half nf the Spring Term starts Monday, March 13. New day-school classes will include Bookbinding and Life Modeling, but there are classes in drawing and painting which may be entered on or before March 13.

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WAGNER PUBLICATIONS

Tumba of Torrey Pines.
By W. M. Culp. Illustrated by H. H. Hall with block prints. School edition. List price..... $1.25

The story of Tumba the Elder, a gnarled old giant of the Torrey Pines Preserve, and of Tumba the Younger. Tumba the Elder tells the history of his kind, the last of their race, to Tumba the Younger. The lives of John the Artist, Sally the Actress, and of Bobbie and Billie become interwoven into the story of this most famous species of California pines. Mr. Hall has illustrated the book with beautiful block prints of the pines and of El Punto de los Arboles, the home of the Torrey Pine.

As California Wild Flowers Grow.
By Katherine Chandler. List price..... $1.50

For fifth grade. An interesting book to use in nature study for comparison of Eastern flowers with those growing in different altitudes in California.

The Early Life and Letters of Luther Burbank.
By Emma Burbank Beeson. List price. $1.25

This book, by the sister of Luther Burbank, gives a viewpoint little touched upon by any other author. The reader, after finishing the book, feels he has caught a glimpse of Luther Burbank, the Man. An excellent short introduction to his life and work.

The Chumash Indans.
A Story of Adventure for Young People, by Gale Ewell. List price..... $1.80

This story is located in the Santa Barbara region and gives in detail description of the celebrated Indian Cave. It is a story that young people will enjoy and which will interest them in the study of our native races. Illustrated by the students of the Santa Barbara School of the Arts.

Joaquin Miller and His Other Self.
A biography by Harr Wagner. 6 x 9 inches, 400 pages. Reviewed favorably by New York Times, St. Louis Globe, Washington Star, etc. List price..... $5.00

A Man Unafraid.
The story of John Charles Frémont. By Herbert Bashford and Harr Wagner. List price $5.00

Life and Letters of a Forty-Niner's Daughter.
By Aurora Esmeralda (Mrs. Ella Sterling Mighels), author of "The Story of the Files," "Literary California." List price $5.00

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By Ella Sterling Mighels (Literary Historian of California). List price... $5.00

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BOOK REVIEWS

THE ENCHANTED CANYON, a fairy story by Homer H. Mitten, illustrated by Eulalie, illustrator of Robert Louis Stevenson's "Child's Garden of Verses." Suttonhouse Publishers, Los Angeles and San Francisco. Williams Printing Company. Price $3. For sale at bookstores.

"The Enchanted Canyon" is a work of art. The author, the artist, and the manufacturing printer have all coöperated to make this one of the most attractive books ever published in the West. "The Enchanted Canyon" is near the Rancho Mariposa, Mendocino County, Cal. The little fairy people are quite real. Milly Sunshine is no ordinary fairy. Delicate and sweet, she loved the big oak, the pine and fir trees, the flowers that grew on the green hills, the birds and squirrels, and was happy all the day long. The delicate colors, the bright faces of the children, the artistic figures, the fine grouping, and the colorful effects are the result of the highest gift of artistry. The illustrations entitle Eulalie to rank as supreme among modern book illustrators. This beautiful book should find a place in every artistic home, in the public libraries, and should be highly treasured as a library table book in the schools.

DOLCE FAR NIENTE, by Hugo Ballin, Suttonhouse Publishers. Illustrated by the author, 255 pages, size 8 x 11. Price $4.

The author, Hugo Ballin, is a member of the National Institute of Arts and Letters and associate of the National Academy of Design. He has specialized in murals, and has work in Boston, Chicago, Washington, and New York. He has lived and traveled in Europe. The Williams Printing Company, 300 Broadway, San Francisco, has coöperated with Mr. Ballin in making this a very attractive volume.

The book is dedicated to "Santa Ynez Range—to the verdant lands below, and to those who are so fortunate as to reside in Santa Barbara and Montecito."

The reader is interested in the many amusing incidents. The book, if it were not so artistic, might be called highly humorous. Mary Newsum, a very rich woman; Falcon, a dancer; Mildred, the Hollywood type; Haggard, the astronomer; and Mr. Hutch, the antiquarian, are characters that make a definite impression. The author also makes a hit with his real estate salesman. The style of writing is quite modern. There are enough suggestive incidents in the book to remind one of the age in which we are living, and that we are less romantic in our love affairs than were the characters in Boccaccio, etc. The illustrations, the humorous touches, and some

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of the modernistic sex tendencies will no doubt interest a select class of readers.

CHILD OF THE SEA, a story of early California by Elizabeth Syle Madison, supervisor of libraries, Oakland public schools. Suttonhouse Publishers, Los Angeles and San Francisco. Price $1.

This book is attractively printed and illustrated. Decorated fly leaves and suitable jacket. Eulalie, the artist, deserves special mention for her work. The book is dedicated to Mrs. Madison's father, L. Dupont Syle, a well-known educator, author, and professor in the University of California in the early nineties. "Child of the Sea" is written in delightful prose. The story of the sailor from the Yankee ship and his carved child of the sea makes a pretty tale. It will awaken keen interest of the children in California history stories. Teachers should welcome this book and the additional ones that Mrs. Madison has in preparation.

A COPY of "Everyday Problems in Biology," written by Charles J. Pieper, Wilbur L. Beauchamp, and Orlin D. Frank and published by Scott, Foresman & Co., recently came to my desk.

Anyone seeing this book would notice the cover first. It is of striking design and printed in two colors on green cloth. The book contains 605 pages of text, eighty-one pages of references, glossary, and index, and thirty-three pages of introduction. There are 483 illustrations, nine of which are in the introduction.

Each unit is introduced with the story of the unit, and after the story the unit is divided into problems. The book is well interspersed with experiments and exercises. There are additional exercises at the beginning and end of each unit.

The illustrations are apt and well done. The print is large and clear. The vocabulary seems to be well suited for the tenth grade, with unfamiliar terms defined as soon as they are used. Many technical terms have been omitted. It has the appearance of being a very teachable book.

A PRACTICAL TEACHER OF PUBLIC SPEAKING, by Herald M. Doxsee. Bruce Publishing Company.

That the art of public speaking, considered as a keynote in individual success rather than as a political or theatrical performance, is a part of personality is the well-organized theme around which Doxsee discusses the practical values of speaking well in civic, business, and social circles. In order to develop that personality, his book offers the student clear, easily understood analysis of the usual hindrances to poised unselfconsciousness, with suggestions as to the most simple means of overcoming them. While useful to the average-sized class, "A Practical Teacher" would obviously be of more value to the small group learning to lead in school, church, club, and society.

CARCASSONNE—EAST AND WEST, a book of verse by Ben Field, with foreword by Arthur Chamberlain. Designed and produced by Overland and Out West Publishing Company, Los Angeles and San Francisco. Price $1.50.

The book is dedicated to Rowena Field in these words: "Whose loving inspiration has made possible these poems." The foreword by Arthur Chamberlain is not only a gem but a perfect gem. He says: "And so Ben Field's 'Carcassonne' touches a pathetic and tender chord. You see the road winding down where 'mowers spilled the perfume of the wheat.' There comes to you the 'hundred wilding sounds' as you look to the 'white sailed bay,' your 'Heart set fair for Carcassonne'—beautiful symbolism caught up by and carried forward through his other poems, always preserving the theme of hope and aspiration and idealism—poems that appeal to mind and heart alike."

There are 124 pages of splendid, virile poems. "A Mexican Bull Fight," "On the Road from Calabasas," "A Rendezvous With Life," and "A Dream of Old Camino Real" are among my favorite selections. The many friends of Ben Field will welcome this attractive volume of verse. Ben Field is the president of the League of Western Writers. He is a resident of Los Angeles and has written and published several volumes of verse. He is a genuine poet.

SUPERINTENDENT F. A. BOUELLE of the city of Los Angeles, who has served so well during the economic crisis, has been reëlected for another term of four years.

W. E. GIVENS of Oakland, president of the executive board of the California Teachers Association, was one of the principal speakers at the meeting of the Southern Section of the C. T. A.

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THE LOS ANGELES COUNTY LIBRARY has recently included radio topics of current interest. Colonel Jerome F. Sears, budget accountant, who devoted his entire radio time to the county free library, said:

Watching the county library headquarters at work here in Los Angeles is a big surprise. Do you remember what the old libraries were like? More like museums or vaults, weren't they? But our county library is a very busy place. Each year thousands of books are shipped to county library branches. Last year the Los Angeles County Library loaned for home use over three million books. Forty-two per cent of these were used in the twenty-five incorporated towns where branches are located. All the others were read by people living in the unincorporated territory of the county. It is, in fact, the largest county library in the world.

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   d. Advice and assistance.
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   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
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A group of authors consisting of well-trained teachers and supervisors of science.

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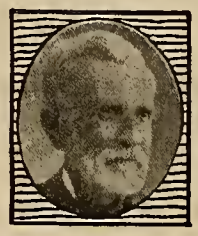
FEBRUARY, 1933

THE WESTERN JOURNAL of EDUCATION



News and Comments -- By Harr Wagner

JOHN LANGDON DAVIS, in his book, "Man Comes of Age," bases his philosophy on three essentials—science, common sense, and make-believe. We need, not only in our personal lives but in the education of our children, Davis's three essentials, especially "make-believe." Vierling Kersey, State Superintendent of Public Instruction, said recently that to the results of the three essential "R's" should be added the three "C's"—culture, character, and citizenship. Let us stop to think. Truth never changes. It is always the same. Our quest for truth ends when the physical senses are passive. It is then, and then only, that prejudice, jealousy, hatred, selfishness, and bigotry disappear, and truth has a chance to find expression.

THE READJUSTMENT of the various systems of taxation, the discussion and analysis of school administration problems, the study of unemployment, and the awakened consciousness of dependence on government for our very existence has pushed the world forward toward Christian socialism fifty years. The Community Chest, the city welfare funds, the palatial relief homes, the old-age pensions, the public school system, are in part the direct result of "The Good Samaritan." The Franciscan Fathers have spread the gospel to the rich that service to the rest of mankind is the highest principle of living. San Francisco has certainly exemplified the spirit of St. Francis in its generous service to the needy and unemployed.

DOCTOR H. E. BENNET of the American Seating Company is asking publishers to aid in securing the enactment of legislation that will protect textbook publishers from having textbooks manufactured in prisons by convict labor. Frank Hummel of D. C. Heath & Co., Henry H. Hilton of Ginn & Co., and William M. Morton of American Book Company signed the circulars.

TAXPAYERS should be interested in the statement sent out by the Woman's International League of 1924 Chestnut Street, Philadelphia, claiming that 50 per cent of the total revenue for 1932 was expended for the Army and Navy. The league is sending out stamps to put on your income tax returns protesting the use of the money for war purposes.

THE WORLD FEDERATION OF EDUCATION ASSOCIATIONS, with headquarters in Washington, will hold its fifth biennial conference in Dublin, Ireland, July 29 to August 4, 1933. The publicity circulars give Ireland a great boost for its beautiful scenery and call attention to the fact that Dublin is where the kings and princes from the fifth to the ninth century were educated. Trinity College, Dublin, will open its doors and exhibit its glorious treasures, including the Book of Kells, an illuminated manuscript of twelve hundred years ago.

THE CORE CURRICULUM COMMISSION of the State Board of Education met at the Fairmont Hotel, San Francisco, January 26 and 27 to consider criteria for music and other matters. Mr. Golway, Miss Alice Rose Power, and Mr. Archer of the State Board of Education attended the meeting.

PUBLIC SENTIMENT is almost as weird in its manifestation as the radio. Doctor Frederick Burk always insisted that public sentiment had more influence on our lives than laws. The creation of public sentiment is an art. Whether for peace or war, for democracy or socialism or technocracy, fascism or anarchy, public sentiment makes for success or failure. It is the same with the reputation of our public men.

We should withhold judgment or analyze very carefully the influences that are at work to form our opinions. Governor James Rolph, Jr., is at present the subject of much criticism and a changed public sentiment. Why? Because he has had to recommend slashes, cuts, and a reduction of the expense of all governmental activities in order to meet the shortage of income from our present system of taxation. Unfortunately he asked for a reduction of 20 per cent in the state school fund and a change in the old-age pension law. During the past twenty years of official life, he has advocated adequate funds for schools, adequate pension laws, and other social service activities. Public sentiment, however, should give him consideration for his public service in progressive legislation, for his fight against crookedness in the San Francisco government. He is not responsible for all the ills of government in California in 1933.

Public sentiment will change, and the delightfully human qualities of the Governor will be appreciated, and his honesty and integrity will be respected.

MARY E. IRELAND of Sacramento, second vice president of the California Western Music Conference, has submitted for publication some excellent material, including an article by Julia Ensign Warren, assistant supervisor of music, Los Angeles City schools, on the California state music series and on the activity program. This is composed of units of work from kindergarten to third grade. There is also "An Elementary Lesson in Music," by Mary E. Ireland, based on the state music series and broadcast by the high third grade in the David Lubin School, Sacramento. The California Western School Music Conference will be held during the Easter vacation in April in Oakland. Gertrude Parsons of Los Angeles, president.

HELEN HEFFERNAN's talk over the radio on "What Is the Value of Rural Supervision in Education?" was "listened in" to by many people, if we can judge by the various people who spoke of their favorable reaction to her address.

[CONTINUED ON PAGE EIGHT]

Source Material and Play for Arbor Day by Alice Hand in This Issue

Over 37,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities, shown on the above graph, and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership September 12, 1932, was 37,145.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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Vol. XXXIX, No. 2 San Francisco, February, 1933 Price 15 Cents

ARBOR DAY IN THE SCHOOLS

By ALICE HAND

Spring is close upon us, with bird, flower, and tree day to usher it in fittingly. Of course, conservation is the official word for Arbor Day, but the spirit of gentle Luther Burbank, whose birthday anniversary it is, suggests that we substitute for it the words love and protection.

Awaken in children a sense of the miracle of nature, intimate, personal, thrilling, and the desire to protect and champion the birds, flowers, and trees about them will quickly follow. Fairies in the Johnny-jump-ups, lovable comedies among the wrens, a Baucis and Philemon in the oaks and elms, and Arbor Day has come to stay all year.

Points to Stress in Arbor Day Teachings

I. Make Luther Burbank a real friend to every child—his wisdom, his character, the wonders he performed.

II. Select ten local wild flowers, ten birds, ten trees, and vivify them through personal observation, pictures, poems, stories. Love and befriend them.

III. Clean up your school grounds for Arbor Day, and then do something definitely beautifying. Name the trees you plant. Get from the autobiography of Burbank names dear to him—Emerson, David Starr Jordan, etc. Call them Burbank's friends.

IV. Endow conservation with a real crusade spirit, using slogans against destructiveness and appeals to carefulness. Use posters, banners, jingles. Record protective acts done. Teach bird, flower, and tree values, especially trees. Outline the high lights of reforestation. Originate a love and protection pledge and live up to it.

V. If possible, go on a tour of observation to an infant fruit-tree nursery, or a fish hatchery, or a public park or zoo.

References

Suitable program and informative material is abundant and easily accessible. For example: Forestry pamphlets; *Arbor Day,* as edited by Haven Schauffler; back files of The Western Journal of Education—February issues for 1924, 1925, and especially 1930, containing "The Redwood Trees of California" and "The Trail of the Woodsman," by Irmagarde Richards; "Modern Readings," grade three, pages 180 to 197; selections in "Child Library Readers," Books V and VIII; Culp's "Tumba of Torrey Pines."

"Early Life and Letters of Luther Burbank," by Emma Burbank Beeson. Harr Wagner Publishing Company. Price $2.

"Practical Horticulture of Pacific Slope," by H. K. Dickson and Harry L. Holmes. Harr Wagner Publishing Company. Price $2.50.

"Western Nature Science Series," by Marcy and the Corwins, third, fourth, fifth, and sixth grade books. Harr Wagner Publishing Company. Price $1 each.

Activity Suggestions

Intermediate: How to plant a tree—Schauffler and The Western Journal of Education files; historic trees; collection of "value" quotations for birds, flowers, and trees; preparation of a true and false set of forestry statements for use by the lower grades; lumber booklet; bird and tree alphabet; a study of national parks; reforestation for protection of watersheds and the holding of top soil.

Primary: Study of birds—a canary in the classroom for a week is very inspiring; building of bird houses, etc.; wild flower study—exhibits, protection, proper arrangement in a vase; tree friezes, roughly classifying the trees according to shape; sandbox representation of a public park with zoo in center; collection of pictures of trees; bird, flower, and tree peep show.

ARBOR DAY IN THE MEMORY GARDEN

By ALICE HAND

Scene: Out of doors.

Characters: Peter and Betty; Ramón, a new little boy from Mexico; the children in Betty and Peter's class at school.

(Play can be used in part, or as a whole; read aloud, or staged; if fewer children are used, each child can handle more than one bird, flower, or tree verse.)

Peter:
Betty, today is Arbor Day!
It makes me want to shout and play,
To think that spring at last is here.
I want to toss up my hat and cheer!

Betty:
Of course, you're glad and so am I,
And everything growing under the sky
Is happy, too. I'd like to plant
Some fairy seeds, and then enchant
Them with a spell, to grow and grow
Before my eyes. Then I could know
Exactly how they burst their pods
And climb up bravely through the clods.

Peter:
You ought to have lived with Burbank, Bet.
The greatest wizard who's happened yet!
He made the flowers and fruits and trees
Do magic things whenever he pleased.

(Ramón enters.)

Ramón *(eagerly):*
A wizard? I like those magic trick!
Out of his hat come baby chick?

Betty:
Oh, no, Ramón! In Mexico,
Of Luther Burbank don't you know?

Ramón:
Not now, but say about him, please,
And tell of this Arbor Day for trees!

Peter:
Of course! You're new. It's this way—see?
Good citizens love each plant and tree
And bird and flower! We study why
It's right for everyone to try——

BETTY:
To treat them well because they bring
Help and beauty to everything!
Sweet little wild flowers blooming gay;
In hidden places tucked away!

RAMÓN:
Oh, yes, it's truth! In Mexico,
Beautiful, beautiful flowers grow!
We take them—oh, with loving care;
Their roots and leaves we do not tear!

PETER:
That's very important—leave the root,
And never trample them under foot!

BETTY:
And when you pick them, leave behind
Plenty for seed—keep that in mind!

PETER:
And if some flowers are getting rare,
Plant 'em at home, and tend them there!

RAMÓN:
Si, si! But tell of the Arbor Day
And the wizard! Just now I hear you say——

BETTY:
About his magic? Well, first his name—
Luther Burbank—that means fame!
Gentle and kind and wise and mild,
He loved each flower and plant and child!

PETER:
He worked and worked and made them grow
Bigger and better, he changed them so!

BETTY:
Potatoes and daisies and berries and fruit—
Bigger and richer, clear to the root!

RAMÓN:
He love them all? He know their ways?
No magic! He patient, and try long days.

PETER:
Ramón, you're right! But listen, now,
We'll tell you of Arbor Day and how
On Burbank's birthday we all of us try
To plant new trees, out under the sky.

BETTY:
And if we can't, we talk of trees
And birds and flowers and things like these
That need our thought and loving care
In California everywhere!

PETER:
You see, Ramón, smart Betty and I
Started a garden, not under the sky—
A memory garden, and every spring,
Our friends come in, and we plant something.

BETTY:
We make a rhyme about a tree
Or bird or flower, and then we see
How many we still have growing well
From last year's garden—and then we tell—

(Thirty children come running in. They greet Betty and Ramón and Peter.)

CHILDREN:
Hello, hello, hello, hello.
(Scatter the four "hello's" through the group.)
What does your memory garden grow?

PETER:
Just on time! Let's start right in—
Maybe some one a prize will win!

BETTY:
Trees this way; wild flowers here;
For garden birds a place we'll clear.
(She arranges them in three groups.)

PETER:
All right. Trees first! Will some one say
Why trees must be helped in every way?
Then tell of the tree he's planted deep
In the memory garden we're going to keep!

FIRST TREE CHILD:
The trees are beautiful for their shade—
To keep them lovely, give your aid!
(Recites oak verse.)
Protecting man from storm or sun,
The oaks his gratitude have won!
Huge and broad and kind they stand—
A thing of beauty in our land.

SECOND TREE CHILD:
Sequoia giants, brooding deep,
Their watch upon the ages keep.
From rings upon their trunks, we know
They lived a thousand years ago.

THIRD TREE CHILD:
Madroña's glossy branches glow,
All green above, red trunk below;
Its blossoms fragrant, gleaming white,
By Christmas change to berries bright.

FOURTH TREE CHILD:
The maple gives us pleasant shade;
It's murmuring leaves can well persuade
A tired man to stop and rest
And watch a bird build up its nest!

FIFTH TREE CHILD:
By streams dwell white-barked sycamores.
The campers in the big outdoors
Enjoy their lightly dappled shade;
The children climb them unafraid!

SIXTH TREE CHILD:
Trees give us wood to meet our needs;
If you cut them down, plant other seeds.
(Recites.)
The laurel, broad-leafed evergreen
In damp, low land is often seen;
Its wood is hard, a rich, red-brown;
For furniture well-liked in town.

SEVENTH TREE CHILD:
Trees give mountain springs good care.
No floods or drought with them up there.
(Recites)
The quiet pines are good to know.
Straight and tall, they quickly grow
To timber size, or shelter bring
To dwindling mountain pool or spring.

EIGHTH TREE CHILD:
Soil is held by walnut trees.
Its sturdy growth defies disease;
And, grafted with a good "soft shell,"
Its nuts in flavor rich excel.

NINTH TREE CHILD:
The silvery eucalyptus tree,
In use for fuel, we often see.
To break the wind, it's set in rows.
By leaps and bounds it grows and grows.

TENTH TREE CHILD:
The desert palm lifts out of sand,
A friend to all that dry, hot land!
The dates it bears are rich and sweet;
It gives its shade against the heat.

BETTY:
Wild flowers, in memory's garden sweet,
Could nestle at the kind trees' feet.
What flowers shall we plant today?
Come on, wild blossoms, under way!

FIRST WILD FLOWER:
Violets and pansies grow
In gardens, but the children know
That yellow Johnny-jump-ups dwell
Beside a brook in fairy dell.

SECOND WILD FLOWER:
Sharp brown dart, pink petals sweet,
Backward folding, trim and neat;
Shooting stars in clusters cling
To one brown stem, from which they spring.

THIRD WILD FLOWER:
California poppies hold
Sunshine brimmed in cups of gold.
And when at night they go to sleep,
Around a dream, their petals creep!

FOURTH WILD FLOWER:
Plumes of lovely lupine,
Purple, yellow, blue—
Breathing out sweet perfume,
Gift they offer you.

FIFTH WILD FLOWER:
Baby blue-eyes, dainty, sweet,
Blooming all about our feet,
Their tiny azure blossoms bring
To us the joys of early spring!

SIXTH WILD FLOWER:
Fairy lantern, flower gem!
On Mariposa lily's stem,
A butterfly with petal wings,
In summer wind it lightly swings.

SEVENTH WILD FLOWER:
Heart-shaped blooms in long, pink row,
Hanging on one stem, they grow.
In dark, cool nooks they bloom apart
From happy flowers, the bleeding heart!

EIGHTH WILD FLOWER:
Manzanita needs no showers
For wee, pink, clustering, globe-shaped flowers.
Their sweetness, floating on the breeze,
Invite the hungry honeybees.

NINTH WILD FLOWER:
Dandelions' globes of gold,
The happy thoughts of children hold.
They love them still when, balls of down,
They blow them off the stem they crown.

TENTH WILD FLOWER:
Gathered in a royal band,
Straight and tall, the irises stand.
Purple petals stained with gold,
From lilac hearts their curves unfold.

PETER:
And now for birds! I hope you've brought
Poems that tell the calls they taught.
Smart birds kill pests, and help to spread
The seeds of plants to other beds.

BETTY:
They're cunning, too! I love to see
Their pretty ways with nestlings wee!
And then their songs! Without their cheer
We'd miss them badly through the year.

FIRST BIRD CHILD:
"Bezee, be-zee"—with a long sharp bill,
Into a flower, deep I drill.
Colored like a rainbow, tiny little thing,
Humming bird buzzing on swift-whirring wing.

SECOND BIRD CHILD:
"Chickadee-dee, chickadee-dee"—
Catch with my feet a seed—watch me.
Hammer it open with a good strong beak.
Swish, scurry off, a fluffy gray streak.

THIRD BIRD CHILD:
"Ongka-lee-a; glee-a, chee!"
I nest in the rushes, my mate loves me.
I haunt wet meadows and perch on a rock—
A red-winged blackbird traveling with a flock.

FOURTH BIRD CHILD:
"Wicker, wicker, wick, wick, wick!"
Gobble up the ants, quick, quick, quick.
Red-lined wings, a woodpecker, see,
I brace my tail, and tap a dead tree.

FIFTH BIRD CHILD:
"Oh witchewelia, welia, wee"—
A russet-back thrush, I carol from a tree;
Or run on the ground, then listen and wait.
A neat-spotted front for me and my mate.

SIXTH BIRD CHILD:
"Per-chic-o-ree, per-chic-o-ree!"
Dweller in garden and orchard tree,
Goldfinch singing without one care.
Deep lemon yellow, the vest I wear.

SEVENTH BIRD CHILD:
Speckled brown wren, I'm not very bold,
Though, when nestlings bother, loudly I scold.
Then down with my tail, and up with my bill—
Clear as a flute, I warble and trill.

EIGHTH BIRD CHILD:
"Tru-al-lee, tru-al-lee"—bluebird sailing high—
Blue as if my feathers had fallen from the sky!
Skimming fleet, or hovering, floating here and there,
Darting at a bumblebee flitting through the air.

NINTH BIRD CHILD:
"Cheer up, dearie, cheer up, dearie, cheer up, cheer!"
I am Robin Red Breast, hear me, hear!
Listen while I chirp all about the spring,
Aren't you glad to have me hop about and sing?

TENTH BIRD CHILD:
"Twitter, twitter, twitter," swallows build a nest.
Gleaming through the tree tops, see my clean, white vest.
Sailing like an airplane, I steer with my forked tail,
And when I dart on water bugs, I get them without fail!

PETER:
Now, that was fine! Ramón, you've heard
How Arbor Day for flower and bird
And tree and plant is kept each year;
How we must love and help them here!

RAMÓN:
Next year, I plant in garden-mind,
The flowers and birds and trees I find!

BETTY:
Come on, let's sing for Arbor Day
The song we love—then off to play!

(They sing "California, the Beautiful" and curtain falls.)

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

THE SOLANO COUNTY BOARD OF EDUCATION has the distinction of having two brothers as members who are both district superintendents of schools. P. G. Jacobs is District Superintendent of the Rio Vista Elementary Schools and C. A. Jacobs is District Superintendent of the Dixon Elementary District.

MARK G. WOODS, District Superintendent of the Fairfield Elementary Schools, has for many years been running a fine school system in the county seat of Solano County. Fundamentals have never been underestimated.

CHARLES H. CAMPER, Superintendent of the Chico City Schools, has been a figure of importance in the field of education in the Sacramento Valley for more than thirty years. Of pioneer stock, he was raised and educated in Chico. He knows the flavor of the people. In a region that has owed so much to the Bidwells, Superintendent Camper has been enabled to do a work of great constructiveness as teacher, principal, Superintendent, and lecturer in school law at the Chico State Teachers College.

Chico, like so many Northern California towns, is still controlled by the descendants of the early settlers of the Sacramento Valley. There has been no great influx of Mid-Western people, no great splurging of subdivisions, no wild leaning in this or that direction. Steady progress has been the way, and the streets with huge elms and the great park with its sycamores, oaks, and ropes of wild grape and running waters lend a great deal to the sedateness and feeling of solidity that dominates the community.

The Chico school system has been a gradual growth until now it reaches some ten miles on the Sacramento River and runs up the mountains for twenty-six miles to the reaches of the Feather River. Superintendent Camper in this large area has developed the plan of having elementary schools where the population is and in transporting the high school students to the Chico High School. Twenty-two hundred and fifty pupils are enrolled in eleven elementary schools and one high school. The high school enrollment is in the neighborhood of eleven hundred students. Transportation has to play a large part in such a system, and busses travel twelve routes in bringing in the pupils.

While the enrollment has increased 10 per cent this year, there has been no increase in teaching corps and no decrease in the number of classes held. Night school and adult educational work have been curtailed. On the whole, Superintendent Camper expects to carry out the regular educational program as in the past in spite of the times.

S. P. ROBBINS, principal of the Chico Central Intermediate School and Assistant Superintendent of Schools of Chico, has been employed in the educational system of that city for the past twenty-six years, ever since his graduation from the Chico Normal School in 1906. During these years in Chico, Mr. Robbins has come to be regarded as one of the strongest educators in the system. As president of the Chico Teachers Club, an organization that includes all of the elementary and high school teachers, Mr. Robbins has led the various movements for the betterment of educational standards in Chico. Mr. Robbins is also a member of the committee that in Chico passes upon the qualifications of teachers applying for positions in the system. The Central School, of which Mr. Robbins is principal, is an intermediate school of the sixth, seventh, and eighth grades. In this school is a superior group of teachers. Much emphasis is laid upon club work and dramatic work. Training in public speaking is featured, and the auditorium is in almost constant use. Reading classes use the auditorium in their regular class work. Mr. Robbins is author of "1300 Problems in Arithmetic," a book that has had a good sale for many years.

JAY E. PARTRIDGE, Superintendent of Butte County Schools, is carrying out a testing program at the present time in reading, arithmetic, and spelling. The results tabulated so far show that the Butte County schools are where they should be according to the standards. The schools of Butte County have increased in enrollment this last year, especially in the mountain regions, due to the fact of many unemployed searching for gold. In order to acquaint the citizens of Butte County with the problems of finance that are facing the schools and also to combat adverse legislation of the State Legislature, Mr. Partridge is having meetings of teachers at Oroville, Gridley, and Chico in order to get before them the facts as seen by educational leaders.

ROY R. HUFFMAN, District Superintendent of the Mill Valley Schools, is having a slight increase in enrollment in the schools on account of the beginning of construction on the Golden Gate Bridge. Owing to the fact that Ralston White, a member of the Mill Valley Board of Trustees, has resigned because of going for an extended stay in Europe, James B. Davidson, Superintendent of Marin County Schools, has appointed William Marcus to the vacancy. Mr. Marcus is a vice president of the Bank of America of San Francisco.

SAN LEANDRO is one of the most distinctive communities that adjoin the city of Oakland from the East. For many years it was the headquarters of the Caterpillar Tractor Company, and now it is becoming one of the greatest flower-growing centers of the bay region. Flowers from the hothouses of this section are being shipped all over the United States. The annual flower show held in San Leandro is now considered one of the finest in the country.

In San Leandro the elementary schools are in charge of W. O. Davies, District Superintendent of Schools, and a local board of trustees, while the junior and senior high school students come under the direction of the Oakland city school administration. Four schools, fifty-five teachers, and seventeen hundred pupils comprise the elementary system.

Superintendent Davies has been in San Leandro since 1919, the last eleven years in the capacity of Superintendent. It is due to his planning that the schools are noted for their scholarship, the stress upon fundamentals, and the development of a recreation program to keep the children healthy and happy. In keeping with the recreation program was the donation of $20,000 from the estate of Henrietta Farrelly toward the construction of a swimming pool that was to be the property of the San Leandro School District and under its direction. The school district added $10,000 for the construction of dressing rooms and showers, and ever since the completion of the plant the pool has been self-supporting. Children are charged a fee of 5 cents and adults a fee of 25 cents. At these prices, bathing suits are furnished if desired. Every means is taken to keep the pool in the best of condition, and the fact that admissions run from 76,000 to 100,000 yearly shows its popularity.

Instruction in music is another feature of the San Leandro elementary schools, and the results have been very evident in the work of the junior and senior high school pupils. Violin and 'cello lessons are given to forty pupils by Mrs. Lewis, who is paid by the school district as a part-time instructor for this work. This is in addition to the regular band in orchestra work that is under the direction of Charles C. Way.

JOSEPH DIAS, District Superintendent of the Centerville Grammar School, is in his twenty-seventh year as head of the school.

E. DIXON BRISTOW, District Superintendent of the Niles Grammar School, and member of the Alameda County Board of Education, is in his eleventh year as head of the Niles school. As an educator Mr. Bristow has definite ideas which he has been able to put into practice in his school. Handiwork has been stressed. The work in basketry by the eighth grade, under the direction

of Miss Celeste Bunker, has been quite remarkable, and the work in sewing under Miss Gertrude Keller has had fine results this year. In dealing with the stress of the times the teachers, in addition to help from the P.-T. A. and other agencies in Niles, are assessing themselves above their regular contributions to see that no child in the Niles school is without sufficient footwear or clothing. At present they have everyone well clothed where help has been needed. Some thirty free bottles of milk per day, given to undernourished children, have been provided for by the P.-T. A. Emphasis has been laid upon health inspection in the school, and for the past two years the Niles school has not suffered from any major epidemic, due to exclusion of incipient cases. The number of pupils in the district totals 381, and the faculty includes eleven teachers and two special teachers.

Newark is one of the older communities in Alameda County, down San Jose way, some three miles from Dumbarton Bridge and just on the edge of an agricultural section. Newark is an industrial town. The Morton Salt Works is one of the biggest industries in the town. The Newark Grammar School is noted as the place where District Superintendent Eph. L. Musick has been in charge with so much success the past fourteen years. We would like those critics of our educational system who say that the pupils of today cannot write to examine the writing of the pupils of the Newark school. Collectively, it is the finest we have ever viewed. Mr. Musick has been a teacher in the Heald's College of Fresno. He is a fine penman himself. Drilling upon the principles of the Constitution of the United States is another of Mr. Musick's hobbies. We would like to have some of our state legislators try to pass the tests that his students take with ease. Since 1899 Mr. Musick has been engaged in educational work throughout California. He has seen the drift of education in its various trends. What success Mr. Musick has had at Newark he lays to the whole-hearted support of the community in things educational, and especially to the active aid of the boards of trustees. Such men as M. D. Silva, clerk of the board, and Trustees Frank Jones and Louis Ruschin have made teaching at Newark a pleasant occupation.

In order to secure a more unified front for the presentation of the facts regarding public support of education in their county, teachers, principals, superintendents, supervisors, and County Superintendent Bryan O. Wilson are forming the Contra Costa County Educational Association. The initiative for the movement came from the Contra Costa Principals Association, which for some time has been having monthly meetings for the discussion of topics pertinent to the county as a whole. George A. Johnson, District Superintendent of the Carquinez Elementary School, Crockett, has been appointed chairman of the organizing committee, consisting of the following persons: C. L. Swensen, Antioch Junior High School; Florinne McFarlan, principal Brentwood Grammar School; Mayme Brother, principal Danville Grammar School; C. V. Howell, Roosevelt Junior High School, Richmond; Clara P. Christian, Lafayette Grammar School; Katherine O'Sullivan, Martinez Grammar School; Constance Powers, Intermediate School, Pittsburg. A constitution has been drawn up by this committee, which will be submitted for adoption at a meeting called for this purpose during February. According to the constitution, every person engaged in education in Contra Costa County is eligible for membership. The county is to be divided into districts or units, of which there will be seven, corresponding to the seven high school districts in the county. There is to be a central council made up of one delegate for each twenty teachers or major fraction thereof in each unit, that will meet quarterly or upon special call by the president.

E. A. Palmer, District Superintendent of the San Pablo School, has for nearly twenty years been active in educational work in Contra Costa County. For twelve years he was District Superintendent of the Concord Grammar School, and for the last seven years he has been head of the San Pablo Grammar School. Since his coming to San Pablo there has been almost 100 per cent increase of enrollment of pupils, until at the present time there are 450 children in school and a teaching corps of twelve. During this time it has been necessary to build additional classrooms and a combined kindergarten auditorium room. In addition to thorough instruction in the key subjects, Mr. Palmer and his teachers are carrying out a very fine health program. This work is headed up by Mrs. H. N. Jack, who gives half time to kindergarten work and the other half to health work and home coördination work. Owing to the conformation of San Pablo, the transportation problem has resolved itself so that the costs are probably the lowest per pupil unit in the state. With the school in the center of a flat area and the longest route two and a half miles distant, one bus is enabled in six trips to transport 225 pupils morning and evening. The relief problem is in San Pablo as elsewhere. The school people coöperate in this work. Here the relief work is carried out from a relief store which is under community management. Ernest H. Woodfeldt, clerk of the San Pablo Board of Trustees, in addition to his school activities is president of the relief committee of San Pablo.

The *Foothill School Bulletin* for January, published at Monrovia, Cal., has a number of valuable articles on economic consideration of the present educational crisis.

Mrs. Ada Shuman Nelson is one of the most progressive of the district superintendents in Los Angeles County. For eighteen years she has been in charge of the Los Nietos school, where she has seen it grow from three teachers and eighty pupils up to eleven teachers and 260 pupils. During her régime a new plant has been constructed which is modern and up-to-date in all respects. A progressive school program based upon activity and units of work is stressed. Mrs. Nelson and her teachers are active in the Los Angeles County curriculum revision, which is being carried on under the direction of Mrs. Lorraine M. Sherer, director of curriculum. Mrs. Nelson is this year's chairman of the education committee of the Los Angeles County Supervisors and Administrators Association.

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NEWS AND COMMENTS

By HARR WAGNER

[CONTINUED FROM PAGE ONE]

SUPERINTENDENT G. R. MCINTIRE of Brawley wrote an excellent article for the California State Convention of School Superintendents on "What Criteria Should Be Applied When Making Retrenchments in the Public School Program." He considered retrenchments under five different heads and closed with these effective sentences:

In these days of strenuous living every child should have the opportunity to secure the information and develop those skills which will enable him to go forth into adult life and secure a livelihood.

The schools should offer a varied program in which every pupil will have an opportunity to secure the information which he needs. Not all pupils should be given subjects preparing them for college and professional life. Some need to be taught to be carpenters, plumbers, merchants, janitors, housewives, nurses, hairdressers, and nursemaids, each to his or her liking, that all may fit together in a united society. The curriculum should be changed to fit the needs of the pupil, rather than fit the pupil to the curriculum.

Here and there in the curriculum will be found waste materials, duplications, blind alleys, and antiquated subject matter, all the accumulation of a slowly changing school system. These may be eliminated and retrenchments made to the betterment of the curriculum offered.

ARTHUR CHAMBERLAIN, editor of *Overland Monthly*, publisher and lecturer, has written and published in the January issue of the *Overland Monthly* a very carefully thought out contribution on "The Emergency in Education." It has created so much favorable comment that Mr. Chamberlain is contemplating making a permanent contribution in book form of the various phases of the educational crisis. The author gives a very careful analysis of the various criticisms hurled at the public school system as conducted at present. There has always been criticism of the public schools and always will be. Public School Education Week in its effort to protect the public schools from criticism has made the people educationally conscious and there is criticism of teachers and administrations along with a freedom and a self-assumed knowledge that ranks with the old-time political battle that centered on the local sheriff. The schools will not suffer by intelligent criticism, nor by economic readjustments, but will suffer from bigotry, prejudice, and self-interest. Mr. Chamberlain has done well to make us conscious of the unjust criticism in the emergency that now exists, and his continuation of the discussion will be of interest at this time.

D. J. HENRY, principal of Lincoln School of Napa, has been giving special attention to testing. He has the unusual opportunity of having the assistance of Doctor George Ordahl of the Sonoma State Home. Doctor Ordahl is giving particular attention to the maladjusted children, and has produced some splendid results.

The first, second, and third grades on their last test in reading were six months in advance of the average given by reading authorities. The technique of reading is emphasized throughout these grades. The activity program is confined to the social studies field.

Mr. Henry has been six years in the Napa schools. He has a delightful new building and about five hundred children from the first to sixth grades. He has been able to instill into the pupils one of the basic principles of citizenship—that of discipline and protection of property. The children just about own the school, and any marking on walls or damage to the building is resented by them as a group.

VALLEJO PUBLIC LIBRARY

THE VALLEJO PUBLIC LIBRARY has this year added a children's room to the main library building. This has long been a dream of Miss L. Gertrude Doyle, the librarian, who has taken a special interest in the children's reading. Under very cramped conditions, she had built up an unusually large circulation among the children of Vallejo, from very tiny children seeking picture books to those of high school age. About $15,000 was secured by the library board. The ground floor of the new addition is approximately thirty-eight by fifty feet, with hardwood floors and holophane lighting system. Fiction is kept here. A *galeria* above the main floor contains all books of travel and nonfiction. Tables and chairs of varying sizes are located both upstairs and downstairs, with a special corner for the smaller children.

The *galeria* has been cut through to the upper rooms of the main library. The old children's room is now used for books on psychology and sociology.

It has been possible, through the additional room and reorganization of the library, to make one of the alcoves into a private office for Miss Doyle. This was quite necessary with the increasing growth of the library.

CLOUD VISITS RURAL SCHOOLS

By MAREE BAKER

ANTELOPE VALLEY, where is it? Its schools—how many, what type, doing what in progressive education? These questions were answered for Executive Secretary Roy W. Cloud of the California Teachers Association when he spent November 14 to 16, 1932, visiting every one of the thirty schools, signing registers, talking informally, bringing inspiration and a desire to nose out the thrilling historical background of this section.

Accompanying Mr. Cloud, directing his way, was W. J. Cagney, Antelope Valley supervisor, whose supervision allows every freedom for creative teaching compatible with a unified system.

Supervisory program includes Eastside and Westside teachers, grouped in five sections for regular meetings to discuss professional problems. Mr. Cloud met with these groups in two evening meetings, the theme being California. He reviewed for the fascinated audiences his book, "On the Trails of Yesterday," a history that lives and breathes.

The schools of Antelope Valley occupy northern Los Angeles County and number nineteen one-teacher schools, five two-teacher, two three-teacher, one four-teacher, one five-teacher, one eight-teacher, and one ten-teacher school, with two kindergartens; all housed in buildings classed as the finest rural elementary school buildings in the United States.

Activities embrace county free library service, P.–T. A., 4-H Clubs, Junior Red Cross, Audubon societies, sanitary inspection, health center and clinic service, fire prevention, and others.

In this inland school empire, sixty-two teachers and a supervisor are directing the educational destinies of eighteen hundred wide-awake children, under the wise guidance of A. R. Clifton, County Superintendent of Schools, working earnestly to develop the finest rural schools in California; and not forgetting their constant purpose, the three Rs, giving opportunity for individual development, and training children to take part efficiently in a new and better world.

Who so daring as to say the rural schools have not the supreme mission, *raison d'être,* touching close to the people's hearts as they do?

AGNES WEBER MEADE, County Superintendent of Schools in Yuba County, has an interesting article on "Education for Good Citizenship," placing special emphasis on humane education in *The Kind Deeds Messenger,* published by the Latham Foundation.

F. L. PINNET, managing editor of the *Kansas Teacher,* wrote and published in his January issue a beautiful tribute to Superintendent Allen of Topeka, whose death by accident occurred recently. Mr. Pinnet, who is a real poet, expressed in prose rare poetic feeling, human understanding, and appreciation. It is seldom, indeed, in this day of industrial prose, that we have the privilege to read a tribute expressed with so much fervor.

"LOUDER, PLEASE" AT COLUMBIA THEATER

Norman Krasna's comedy satire of moving picture studio life will open at the Columbia Theater February 20.

"Louder, Please" deals with the adventures of a high-powered publicity expert in a leading moving picture studio, who is threatened with dismissal unless he can gain the front pages of the newspapers for his beautiful star.

The cast is headed by Ralph Freud, Charles Levison, Dulcie Cooper, Joan Wheeler, Jean Innes, Jack Rea, Francis Sayle, Howard Watson, and other well-known people, and is a presentation of the Theater League.

This satire of the idiosyncrasies of moving picture studio life was one of the hits in New York last season, where it delighted New York audiences for a long run at the Masque Theater.

It deals with the inner workings of movie studio publicity offices. The patrons of the Columbia will enjoy this fascinating comedy with its flashes of wit, subtle satire, and new appeal. The Columbia Theater management is to be congratulated in securing this interesting attraction.

The Los Angeles County School Supervisors and Administrators Association under the presidency of Robert Bruce Walter, Superintendent of the San Gabriel Schools, December 17 last held a meeting at South Pasadena where Doctor L. Thomas Hopkins of Teachers College, Columbia, spoke on the subject of "What Next." In carrying on the work of the association, Superintendent Walter has appointed two main committees. One is a committee on educational problems headed by Mrs. Ada Shuman Nelson of Los Nietos, whose work will be to review recent educational books and also recent studies in the field of education. The second committee headed by E. J. Hummel, Superintendent of the Beverly Hills Schools, is to concern itself with educational administrative problems and is organized especially to work with A. R. Clifton, Los Angeles County Superintendent of Schools in this field. A system of budgetary classifications is one of the problems before this committee.

Doctor W. B. Featherstone has for the past year been director of research for secondary curriculum in the Los Angeles City schools, working under Deputy Superintendent Arthur Gould, director of the curriculum division of the Los Angeles City schools. Doctor Featherstone has run the gamut of school positions. He has been teacher in rural and city positions, and has been high school principal and city superintendent of schools. For four years he was superintendent of the Evanston schools, Wyoming. His A.B. degree was secured from the University of Wyoming and his doctor's degree was given by Teachers College, Columbia, for a thesis upon "The Curriculum of the Special Class," which was published by the Bureau of Publications, Teachers College, Columbia. For three years previous to coming to Los Angeles, Doctor Featherstone was in New York City. During one and a half years of this time he was an assistant in Teachers College and then for a year he was research assistant in educational administration. Last summer Doctor Featherstone taught at the summer session of Duke University in North Carolina. Last winter he participated in the survey of the school system of Chicago, which was carried on under the guidance of Doctor George I. Strayer of Columbia. In this investigation Doctor Featherstone was largely responsible for the volume on the internal organization of the schools and the scope of the educational program as to the manner in which it was adapted to solve the problems of individual differences.

Percy R. Davis, Superintendent of the Santa Monica City Schools, during his first year has been attempting to adjust his problems of administration to the exigencies of the times. A budget cut of $276,000, better than 20 per cent, has been necessary, which has come mainly in the business and maintenance departments and in the lopping off of capital outlays. Superintendent Davis has attempted to see that essential school functions continue as in the past. There have been no radical changes in school management. The functions of the research department have been divided throughout the system, though the department was done away with. Three intermediate schools continue, as formerly, under the platoon system. In enrollment the Santa Monica schools have increased greatly in the junior high schools, senior high school, and junior college, while the elementary enrollment has remained practically the same. An increase of two hundred students has brought the junior college enrollment up to eight hundred. This has necessitated the recent building of $30,000 worth of bungalows. The Santa Monica system at present is comprised of nine elementary schools, two junior high schools, one senior high school, and one junior college.

Mrs. Minnie L. Rosenberry, District Superintendent of the Garvey Schools, finds welfare work the big problem of this school year. As an aid, it has been possible to give the children in the cafeteria a balanced lunch of three things for five cents. With 150 more pupils enrolled, Mrs. Rosenberry is operating the Garvey system with two less teachers.

Harold W. Cook is District Superintendent in charge of the Upland Schools. The Upland junior high school building, constructed within the last few years, is one of the most attractive junior high school buildings in San Bernardino County.

E. E. Ball, principal of the Jackson school, Fresno, is head of the reading committee of that city.

Leighton R. Stewart, District Superintendent of the Saticoy Elementary School, is making an ability and achievement survey of the Ventura County schools in securing data for his masters' thesis that he is writing under the direction of Doctor Osman R. Hull of the University of Southern California. Mr. Stewart is a graduate of Whittier College of the year 1922. He has had a varied constructive experience in teaching in California schools. He has taught in the Parlier and El Monte high schools, was a vice principal at Brawley for two years, and for four years was vice principal of the Temple school. Mr. Stewart is in his second year at Saticoy, where he is stressing the best of the modern activity program.

A CORRECTION

Miss Nila B. Smith, dean of the Broadoaks School of Education, Pasadena, and head of the department of education, Whittier College, is to lecture this summer at the University of Southern California. She is coauthor with Courtis of the "Courtis–Smith Picture Story Reading Lessons," published by World Book Company—not by Hall & McCreary Company, as stated in the January issue of the Journal, item page 9. Hall & McCreary Company are the publishers of "Work and Play With Words" in the Smedley and Olsen series. The mistake was not made by the writer of the jottings, but by the editor, who, in his attempt to give the publisher of Miss Smith's work, made the error.

The Western Journal of Education

HARR WAGNER, Editor

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Published monthly. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

LIBRARY NEWS

By MAY DEXTER HENSHALL
County Library Organizer, State Library

Items of Interest From California County Libraries

[EDITOR'S NOTE: A request to each of the county librarians for one or more news items totaling fifty words brought such a generous response that some of them will have to be printed in March.]

ALAMEDA COUNTY—A general survey is now being made in Alameda County by the California Taxpayers Association. This corporation was employed by the Board of Supervisors of Alameda County for the purpose of making a survey of the costs of government of all offices, departments, boards, commissions, institutions, and agencies of the various political subdivisions and districts in the county of Alameda and to report its findings to the board.

Questionnaires have been given to every employee of the county to fill in, giving information in detail about the duties, etc., of the position held. The survey is to be completed and a report made to the supervisors by May 1.

AMADOR COUNTY—The Amador County Free Library will be occupying new quarters by April 1. A very attractive building is in process of construction. It is made of Amador County brick in cream color and will have a tiled roof. The building is situated in the civic enter, next to the courthouse.

BUTTE COUNTY—"We give these magazines away" are the magnetic words that draw many men and a few women to the window of the library where we display magazines given to us for free distribution to those who have no other means of obtaining reading matter. Tastes are very cosmopolitan, the lighter stories being much in demand, while many eagerly help themselves to *Time, Reader's Digest, Literary Digest*, and others of similar nature. One man said when he found a lone copy of *American Mercury*, "This is a gem." All who come are most appreciative and are very careful to take no more than one man's share. Courtesy marks the conduct of all. A few have doubted that the sign means just what it says and question the fact that we are giving them away. Altogether the experiment has been most gratifying, and the library is glad indeed to provide reading matter for "me and the fellow what jungles up wid me," as one man said, as well as for those who are living in some lonely shack or cabin.

COLUSA COUNTY—For many years the county libraries have given book service to their county jails. This year the Colusa County Free Library is receiving service from the jail through the coöperation of the Sheriff. A phone call to his office brings a trusty who is not only willing but anxious to shellac books or do whatever work that we may have that he can do. In these days of depleted staff and budget the free labor is most acceptable to us.

"I have to speak before the Rotary Club," or "I have to talk to the International Club at high school about my trip to Canada," or "I have decided to make my sermon Sunday a memorial service to Calvin Coolidge" are all typical prefaces to "And I wondered if you had any material that would help me." In almost every case the library does have material that will help, and so becomes the silent partner of the speaker on the program.

CONTRA COSTA COUNTY—The Contra Costa County Free Library hopes to move its headquarters in March to a new office in the Hall of Records, which is to be completed then. Thus the library's twentieth birthday anniversary will be celebrated in the new home for which we have hoped and planned many years.

FRESNO COUNTY—The bindery and repair department takes its place with the other departments of the Fresno County Free Library. As a central depot it serves all the branches of the system but has its workroom in the main library building. It is in this main workroom that all rebinding, repair, and handicraft is done. The county branches send in their allotment of work. The supplies for all such work are kept here. Our largest inflow of books to be cared for has been between ten and eleven thousand books. These books pass through our hands to be judged for rebinding, repair, or discard, and are worked upon accordingly. It is a busy place for two people to accomplish as much work as we do. A new service of monthly visits to the different branches with our work kit has come into being in the last few years. The books of the branch are judged on the shelves and put in order. In this way fewer books need to find their way into the central workroom, thus saving wear and tear in transportation and keeping them out of circulation so long.

GLENN COUNTY—Glenn County Library borrowers are for the moment peacefully reading well-aged books. Indications are that our circulation will not fall far below that of last year. We are publishing in the *Glenn County Transcript* a weekly list of "unheralded, nonpublicized books, available from any branch library." We are endeavoring to send out news items and information each month to the custodians. Our cash is low, but our determination to carry on is high.

IMPERIAL COUNTY—The county librarian reported a great increase in the circulation of the county library branches, although it has been impossible to purchase new books because of depleted funds. Through this trying period the library patrons have helped by their good nature and cheerfulness.

KINGS COUNTY — Ann Ellen Arnold, fifth-grade student of Corcoran, wrote a prize-winning essay recently on "Hitty, Her First Hundred Years." Little did she think at the time that her essay would reach Miss Field herself, and that Miss Field would write her a letter of appreciation.

As part of its annual observance of Children's Book Week, the Kings County Library this year sponsored an essay contest among the grammar school children of the county, prizes being awarded to the two best essays on "A Favorite Book: Why I Like It." Ann Ellen Arnold's Essay on "Hitty" so pleased Mrs. Davids, county librarian, that she sent a copy of it to Miss Field, thinking the author of "Hitty" would enjoy reading a child's appreciation of her book. Miss Field responded with a gracious and characteristic letter, so that little Miss Arnold has not only her prize book as a souvenir of the contest, but an "author's autograph letter" as well. In her letter Miss Field wrote:

> DEAR ANN ELLEN ARNOLD: I want you to know especially how much your essay on "Hitty" pleased me. I was delighted with all you said about the book and with the way you said it. As I told Mrs. Davids, it makes me feel rather ashamed of the way I wrote when I was your age and in the fifth grade. I hope you will also like "Calico Bush" and my new story, "Hepatica Hawkes." With all sorts of best wishes to you, I am always sincerely yours,
>
> RACHEL FIELD.

LASSEN COUNTY — Study club groups are quite universal in Lassen County, and the county library, through its branches, supplies many of the books. On the east side of the Madeline Plains, where, in stormy weather, no one can get anywhere, a group reads and passes from one borrower to another an interesting collection of travel books supplied by the library. They have been interested in the past in China, Russia, and Alaska. The new county library branch at Nubieber is supplying study material on Russia and China this year for a women's study group. The Westwood Women's Study Club uses the library extensively. Westwood also has a group studying child problems and using the library for a large part of their books.

Susanville has a number of groups studying this year. The Rotary Club has a regular program planned with short talks by each member at every meeting. The library was asked for a list of books to use in preparing these talks and the members borrowed the books as they were needed. The Monticola Club is working in their study class on English and American literature. Another group is working on drama. They also borrow books and get information from the library. The Susanville Parent-Teacher Association is taking up child study in one group and is calling upon us for books for their study. The library has an art study class of fifteen members. They began on English art and are now studying American art. The Susanville Faculty Club program is devoted to California history and romance. The county librarian is chairman of the program and the county library supplies the material. The members take turns in appearing on the program and the meetings have proved most enjoyable. These illustrations give some idea of the adult education going on in Lassen County through study club groups.

LOS ANGELES COUNTY—Miss Helen E. Vogleson, county librarian, has sent the following communication: "May we announce to you the change in our official name? It is now the Los Angeles County Public Library, effective December 1, 1932, by action of the Board of Supervisors, following their consideration that the word free as applied to a tax-supported institution had lost its charm, and that the word public would broaden the understanding of its function. Our legal status under the state law remains unchanged, and we still consider ourselves a member of the famous family of California county libraries."

MADERA COUNTY — Because we are located next door to the largest school in town, the children are allowed to come during school hours to look up reference material. A child brings a slip from his teacher, to be checked by the library assistant, indicating if his visit has been profitable or a waste of time. The

children are becoming familiar with the library and are learning how to find the material they want in a way they would never do during their own free time.

The installation of a mechanical charging machine in Madera County Free Library has helped to compensate for the loss of one assistant, by saving time and nerve energy at the desk. It insures accuracy, which helps to eliminate the annoyance of having overdues sent to the wrong person, and it is most surprising how much better memories our patrons have since they have learned that the machine will not work without a borrower's card.

Merced County — The tenth consecutive meeting of the Merced County custodians was held this year, honoring Mrs. M. E. Mulkey, who had just completed twenty years of service as custodian of the Dos Palos branch. She is still its loyal custodian.

The county library has an extension story-hour service. Once a week the story-teller takes charge of the sunshine school in the preventorium ward at the county hospital, relieving the nurses. It is a very popular hour for both the children and the library workers.

The Merced County Library was hostess to the Mariposa County Teachers Association for one of their regular monthly all-day meetings. A personal tour was made of the library, and luncheon was served in the library by the staff. This get-together meeting was a very helpful one and enjoyable, too.

Modoc County—Forty-one school districts are now branches of the Modoc County Library. Only one holds aloof. Reclaimed swamp land in Modoc County has been settled recently by families who are chiefly from outside the state. The county library is sending books on California history to the schools of this section.

Monterey County—During October the juvenile department of the Monterey County Free Library was established in its new quarters, directly opposite the other part of the main office, which is situated in the city library building. The new quarters are in a store building and proving very satisfactory.

A group of requests that show the part the rural women are taking in public affairs are those lately received for books on public speaking and those to correct speech defects.

Napa County—The most recent projects of the Napa County Free Library are a French club and an open forum. The French club has enabled the French-speaking people of the Napa Valley to become acquainted, has provided French conversation to members who were losing their ability to speak French through lack of practice, and has stimulated the circulation of hooks in French and English. The first meeting of the open forum in December when "A Planned Society" was discussed was most successful. Plans are all made for the January and February meetings.

Plumas County—Branch libraries have been established at two more mines which will be snowed in for the winter.

"Summer Schools" of Plumas County are closed for their winter recess. Due to deep snows it is difficult for children to attend these schools which are therefore closed during the stormy months and are in session during the summer.

There's good news coming on the

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Southern Pacific

Mrs. Julia G. Babcock

CALIFORNIA lost one of its finest librarians when Mrs. Julia G. Babcock passed away on January 21 in Bakersfield.

With an excellent educational background, fine administrative ability, vivid lovable personality, and a genuine interest in people, Mrs. Babcock was particularly adapted to the responsibilities of a county librarian.

Her first county library experience was as assistant in the Kern County Free Library. On July 1, 1914, she was appointed librarian of the Yolo County Free Library, where she served most capably until she was called back to Kern County. On January 1, 1916, she was appointed librarian of the Kern County Free Library. When she assumed charge the library was comparatively small, but the county was large and the possibilities for library service were great. With fine vision and executive ability she was largely responsible for the outstanding institution it is today—the third largest county library in California.

Her work has given her state and nationwide recognition. In 1929 she was elected president of the California Library Association. Last year she was chosen chairman of the county library section of the American Library Association. On several ocasions she was a prominent speaker at national conferences of the A. L. A.

From July, 1923, to December, 1925, Mrs. Babcock was in charge of the library news section of THE WESTERN JOURNAL OF EDUCATION.

She was gifted as a writer, and furthered the extension of county library service throughout the United States by numerous articles she wrote for state and national magazines.

Gifts to the State Library

LLOYD M. ROBBINS, San Francisco attorney, recently presented to the State Library a valuable collection of books on community property which he had gathered over a long period of years. Many of them are rare. There are about 250 volumes, including the complete statutory laws of Spain. These books will be kept together so that the student will have available in one place practically all that is applicable to the subject of community property.

The interesting collection of Chinese paintings which was exhibited in the prints room of the State Library during September and October was loaned to the library by Doctor William B. Pettus, president of California College in China. Doctor Pettus very generously presented eight Chinese paintings to the State Library.

In November Miss Mabel R. Gillis, State Librarian, was elected a trustee of California College in China. She attended a meeting of the board on January 17 in San Francisco, which was the last meeting before Doctor Pettus returned to China.

On January 25 Doctor Pettus gave an illustrated lecture on Chinese paintings to a large and appreciative audience in the prints room of the State Library.

KEFAUVER APPOINTED DEAN

DOCTOR GRAYSON NIEKIRK KEFAUVER has been appointed Dean of the School of Education, Stanford University, to succeed Doctor Ellwood Cubberly, retired. Doctor Kefauver, who came to Stanford from the Teachers College, Columbia University, is one of the younger educators who has carried on considerable research work.

THE NEWER CHILDREN'S BOOKS

Selected by WILHELMINA HARPER

For Younger Children

7 TO 7, by Dorothy Aldis. Minton Balch. Price $1.50. Gay and attractive picture book of the alphabet. Grades one and two.

A STREET OF LITTLE SHOPS, by Margery Bianco. Doubleday. Price $1.50. Charming stories "about a little street in a little town in the country," and the people who live there. Grades four to six.

WANDA GAG'S STORY BOOK, by Wanda Gag. Coward. Price $2.50. New edition, combining three delightful stories in picture and simple text. Grades two to four.

DOG CITY, by Grace B. Gawthorpe. Stokes. Price $1. Lively and entirely pleasing story of many dogs. Grades four to six.

CAT TALES FROM MANY LANDS, by Daty Healy. Scribner's. Price $1.50. Unusually attractive picture book with many cat tales. Grades three and four.

CUNNING-CUNNING AND HIS MERRY COMRADES, by Mary I. Husted. Lothrop. Price $1. A pigeon family in the city has a busy and happy life. Many pictures. Grades three and four.

THE CIRCUS COMES TO TOWN, by Veronica S. Hutchinson. Minton. Price $1.50. Picture book of the circus that will fascinate any small child. Grades two and three.

MOTHER GOOSE, illustrated by Sybil Tawse. Crowell. Price $2.50. Quite a complete and attractively illustrated edition. Grades two and three.

CHERRY FARM, by Mary W. Thompson. Stokes. Price $1.50. A little girl's happy life and adventures on a farm. Grades three and four.

COWBOY TOMMY, by Sanford Tousey. Doubleday. Price $1.50. All about Tommy's wonderful time on a Western ranch. Many pictures in color. Grades three and four.

THE LITTLE RED CHAIR, by Marian Walker. Macmillan. Price $1.75. The daily doings of little folk delightfully told in both story and picture. Grades two to four.

LETTERS TO CHANNY, by Heliuz C. Washburne. Rand. Price $2. Excellent account of a trip around the world told in letters to a young boy at home. Grades four to six.

THE STORY OF NOAH, by Clifford Webb. Warne. Price $1.75. New and simply told story of Noah, with lovely colored pictures of all the animals. Grades two and three.

For Older Boys and Girls

YOUNG AMERICA LOOKS AT RUSSIA, by Judy ACHESON. Stokes. Price $1.75. Graphic and lively account of a young American girl's experiences in Russia. Grades seven and eight and high school.

THE ROAD TO CAROLINA, by Marjorie H. Allee. Houghton. Price $2. Continues the adventures of brave Susanna and Tristram, giving the same excellent picture of Civil War times. Grade eight and high school.

FIRECRACKER LAND, by Florence Ayscough. Houghton. Price $3. Splendid picture of life in China that will absorb any reader. Grade eight and high school.

ROMANY ROAD, by Irving Brown. Smith & Haas. Price $2.50. A young American boy follows the Gypsy Trail and has no end of thrilling experiences. Grades seven and eight and high school.

GOOD LOOKS FOR GIRLS, by Hazel R. Cades. Harcourt. Price $2. A very practical and helpful book for any older girl. High school.

WILD CAT RIDGE, by Maristan Chapman. Appleton. Price $2. Lively tale of the adventures of a group of boys engaged in treasure hunting in the Tennessee mountains. Grade eight and high school.

THE SHAWL WITH SILVER BELLS, by Helen C. Crew. Macmillan. Price $1.75. Gypsy boy and girl life with colorful English setting and a mystery to solve. Grades six to eight.

NATHAN HALE, by Jane Darrow. Century. Price $2. Able portrayal of the human side of this martyr of the Revolution. Grades seven and eight and high school.

FILIPPO THE JONGLEUR, by Harriet S. Downes. Longmans. Price $2. The experiences of a lad of long ago Italy who escapes from his monastery home and finds the kind monk Francis. Grades seven and eight and high school.

YOUNG LAFAYETTE, by Jeanette Eaton. Houghton. Price $2.50. The life and brave deeds of Lafayette very ably and interestingly told in narrative form. Grade eight and high school.

THE RAGGED STAFF, by C. M. Edmonston. Longmans. Price $2. Colorful and accurately told story of some of the exciting events in early English history. High school.

SUZANNE OF BELGIUM, by S. S. Farnham and M. C. McCarroll. Dutton. Price $2. Fascinating account of a Belgian girl's part in the Great War and of her new life in America. High school.

HERE COMES BARNUM! edited by Helen Ferris. Harcourt. Price $2.50. P. T. Barnum's own story of his colorful career. Grade eight and high school.

HERDBOY OF HUNGARY, by Alexander Finta. Harper. Price $2.50. The adventurous life of a young Hungarian boy and his horse. Grades six to eight.

LARDY THE GREAT, by Reed Fulton. Doubleday. Price $2. Lively and entertaining story of high school life and athletics. High school.

THE RING OF THE NIBELUNG, by Gertrude Henderson. Knopf. Price $2.50. The stories of Richard Wagner's famous operas of the Nibelungen Ring. Grades seven and eight and high school.

DISCOVERING CHRISTOPHER COLUMBUS, by Charlotte B. Jordan. Macmillan. Price $3. Here we have an excellent description of Spain as well as data about Columbus told in interesting narrative form. Grades six to eight.

The Rise of Rome, by Gordon King. Doubleday. Price $3.50. Very ably written history of Rome from its earliest days to the time of Cæsar, and in very attractive format. High school.

The Jungle Book, by Rudyard Kipling. Doubleday. Price $2.50. Fine new edition with Kurt Wiese illustrations. Grades six to eight and high school.

Tracks Across the Sea, by Alfred F. Loomis. Appleton. Price $2. There is much nautical lore in this interesting tale of a boy's experiences on a racing schooner. Grade eight and high school.

At the Sign of the Buffalo Skull, by Peter O. Lamb. Stokes. Price $1.75. Absorbing story of the early frontier days, with the scout Jim Bridger as central figure. High school.

The Adventures of Perrine, by Hector Malot. Rand. Price $1.25. This beloved story of "nobody's girl" is now in attractive Windemere edition. Grades six to eight and high school.

Tah-Kee, by Carl Moon. Stokes. Price $2. A little friendless Indian boy "from nowhere" searches for his lost mother, and in the end finds home and happiness. Grades five to seven.

The Mule of the Parthenon, by Ethel Parton. Doubleday. Price $2. Boy and girl life in ancient Greece, pictured in pleasing story form. Grades six to eight.

Nikita, by Frances B. Phelps. Harcourt. Price $2. In searching for his lost father, a brave Russian boy meets both misfortune and happiness. Grades seven and eight and high school.

First Ladies, by Kathleen Prindiville. Macmillan. Price $2. Unusually well-told stories of the wives of the presidents. Grades seven and eight and high school.

Bran the Bronze-smith, by Joyce Reason. Dutton. Price $2. A brave French fisher lad is the hero of this exciting adventure tale of the Bronze Age. Grade eight and high school.

You Fight for Treasure! by E. A. Stackpole. Morrow. Price $2. Lively adventure story of sea warfare and search for pirate gold. Grade eight and high school.

BOOK REVIEWS

Creative Writing of Verse, a constructive study of poetry, by H. Augustus Miller, Jr. Price 88 cents. Published by the American Book Company.

The aim of this high school text is to give a rudimentary knowledge of the art of poetry and a genuine appreciation of its charm, and also to furnish well-directed practice in self-expression. Beginning with the making of stanza patterns, this study gives the pupil a new feeling for words. It builds up his vocabulary and stimulates his originality of expression.

Creative Writing, by Mabel L. Robinson and Helen Hull. Price $1. Published by the American Book Company.

This book supplies an interesting outlet for the creative energy of pupils in the upper years of the high school, and at the same time sharpens their critical sense. It covers every form of story-writing—adventure, mys-

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tery, animal, home, and school. Each kind of story is treated in a separate chapter and built up step by step with illuminating discussions.

MORNIN' ON THE DESERT

Mornin' on the desert and the wind is blowin' free
And it's ours, just for the breathin' so let's fill up, you and me.
No more stuffy cities, where you have to pay to breathe,
Where the helpless human creatures move and throng and strive and seethe.

Mornin' on the desert, and the air is like a wine,
And it seems like all creation has been made for me and mine.
No house to stop my vision, save a neighbor's miles away,
And the little 'dobe shanty that belongs to me and May.

Lonesome? Not a minute! Why I've got these mountains here
That was put here just to please me, with their blush and frown and cheer.
They're waitin' when the summer sun gets too sizzlin' hot,
An' we jest go campin' in 'em with a pan and coffee pot.

Mornin' on the desert—I can smell the sagebrush smoke;
I hate to see it burnin', but the land must sure be broke.
Ain't it jest a pity that wherever man may live
He tears up much that's beautiful that the good God has to give?

"Sagebrush ain't so pretty"? Well, all eyes don't see the same.
Have you ever saw the moonlight turn it to a silvery flame?
An' that greasewood thicket yonder—well, it smells jest awful sweet
When the night wind has been shakin' it—for its smell is hard to beat.

Lonesome? Well I guess not! I've been lonesome in a town,
But I sure do love the desert with its stretches wide and brown.
All day through the sagebrush here the wind is blowing free,
And it's ours just for the breathin', so let's fill up, you and me.

[NOTE: This poem was found tacked on the door of a deserted cabin in Death Valley. The author is unknown. The original was sent to the late Mrs. Belle Butler, who with her husband discovered the Tonopah Mines, now Goldfield, Nev. Mrs. Fannie Bronson of San Francisco, who loves the literature of our Western desert, sent it to the editor for publication.]

WESTERN SCHOOL NEWS

ETHEL SALISBURY, a member of the Core Curriculum Commission of California, and connected with the University of California at Los Angeles, has two books on American History in press. Little, Brown & Co. are her publishers.

* * *

PRESIDENT CHASE of the University of Illinois has been appointed to succeed President Elmer Ellsworth Brown as chancellor of the University of New York. Doctor Brown was a resident of California at the head of the Department of Education of the University of California in the early nineties.

DAVID PRESCOTT BARROWS, formerly president of the University of California, has been appointed visiting Roosevelt professor in the University of Berlin for the academic year 1933–34. The appointment was made on the nomination of the president of Columbia University, the Prussian Minister of Public Instruction, and the Rector and Senate of the University of Berlin. The Roosevelt professorship was reinaugurated in 1931 by the appointment of Dean Frederick J. E. Woodbridge, Johnsonian professor of philosophy and formerly dean of the Graduate Faculties of Columbia University. He was succeeded in the chair by Doctor George Norlin, president of the University of Colorado, who is now in Germany.—*From School and Society.*

[NOTE: Doctor Barrows has attained more than national fame as a scholar, lecturer, and student on world-wide questions of political and economic conditions. He has traveled far from a little rural school in Southern California to a position as lecturer in the University of Berlin.]

LINCOLN'S CELEBRATION

IN COMMEMORATION of the life and service of Abraham Lincoln, a patriotic program was rendered in the Civic Auditorium at 9 o'clock on the morning of Monday, February 13. The exercises were held under the auspices of the Citizens Committee, appointed by Mayor Angelo J. Rossi and organized with Honorable Franck Havenner as general chairman and Colonel Delevan Bowley as program chairman.

Miss Estelle Carpenter, director of music of the San Francisco public schools, led a chorus of four thousand pupils from the Lowell High, Horace Mann Junior High, Dudley Stone, Franklin, Redding, Sherman, and Spring Valley schools, accompanied by the municipal band under Philip Sapiro.

THE RED FLAG AT ARARAT, published by the Woman's Press, 600 Lexington Avenue, New York. Price $2.

Miss Yeghenian, the author, is an American journalist, but an Armenian born in Turkey. Her book deals with Sovietism in Russian Armenia, Ararat being to Armenia what Fujiyama is to Japan.

A gifted linguist and observer, she reflects in an objective way her findings in Armenia. Armenians and a multitude of Americans who have for years been interested in the Armenian cause will find in this splendid book a graphic, authentic picture of conditions prevailing there.

The author discusses the miniature republic, the zeal and enthusiasm and loyalty of the people in its development. There is an excellent presentation of the "Enlightenment of the People," dealing with education. The new conception of social duty, love and marriage, the birth rate, care of the child, and glimpses of village life are laid before the reader.

Unsatisfactory dispatches and gleanings of progress in Armenia are reported. In this volume you have reliable facts and data and the spirit of the land lying in the foreground of Ararat.

* * *

ARITHMETIC WORKBOOK, number one, by Clifford B. Upton. Price 24 cents. Published by the American Book Company.

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The second half of the Spring Term starts Monday, March 13. New day-school classes will include Bookbinding and Life Modeling, but there are classes in drawing and painting which may be entered on or before March 13.

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Riverside
Santa Monica
Hermosa Beach
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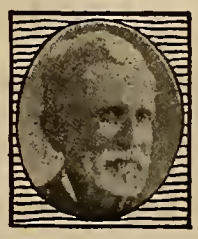

News and Comments -- By Harr Wagner

Doctor Albert E. Winship, editor, author, and educational lecturer, passed away February 17, 1933, at the age of eighty-eight. He had perhaps the largest personal acquaintance of any educational leader in the world. He traveled from Maine to California, upholding progress in education, integrity, kindness, good-fellowship, and appreciation for teachers, administrators, and children. He was a super-optimist. Bardeen of New York said he was "omnipresent and omniscient." He wrote a life of Horace Mann and other books. His great work, however, was in teaching teachers to teach children and like it.

We first met him at an institute in Orange County, California, in 1891, and have met him practically on every one of his seventy-two lecture tours to the Pacific Coast. He loved the mountains, the sea, and the valleys of California, and his kindly spirit will not be forgotten. His parting words to teachers as he made his farewell were:

Say not welcome when I come,
Say not farewell when I go;
For I come not when I come
And I go not when I go.

For a welcome I would ne'er give you,
And farewell I'd never say.
In my heart I am always with you—
Always will be every day.

* * *

The Bureau of Education, Washington, D. C., is giving out a series of remarkable facts in reference to the school crisis. Honorable Vierling Kersey, the State Teachers Association of California, and the various school organizations are fighting hard to maintain the efficiency of our school system and at the same time meet the present economic situation. The school population has increased during the last year 384,000, and the teaching force 14,000. Current expenses have decreased $112,-800,000; buildings $108,000. Teachers' salaries have decreased from 28 per cent to 50 per cent; equipment, books, supplies, school grounds and buildings, 40 per cent. Eighty-five cities have closed kindergartens. Ninety-three cities have cut music supervision. Forty-eight cities have cut medical service. Sixty-eight cities have cut school nurses. Twenty-eight cities have cut art instruction. Eighty-one cities have cut physical education. California educators are alert. The State Legislature and the citizens of various communities will not permit permanent injury to our public schools. There must be an economic adjustment, with special emphasis placed on the essentials and the orchids of extra expensive curriculum activities cut out; but the spiral of educational progress must be ever upward.

* * *

Seneca wrote in praise of poverty on tables of gold. We write in praise of hunger in the midst of plenty. The banks are stuffed with frozen assets, and men and women are cheerful and happy over a jig-saw puzzle. And in the meantime the people of the nation are philosophical. Although there are bank, building and loan, or private mortgages on our homes, farms, and all real property, our real estate is still further burdened by assessments from district bonds, county bonds, state bonds, and national bonds. We are as a people burdened with debt, and then more debt, and we are as a nation the same as individuals; we must go deeper in debt to circulate money to make us falsely prosperous again.

Doctor H. A. Hess of San Francisco, who is thinking not in terms of politics or great vested interests, says, "We need socialized leadership with personal freedom."

Government has made a good job of postal service and public schools, and under right leadership could render excellent service in public utilities, banking, etc. We are now face to face with radical readjustment of our entire system of government.

* * *

Joaquin Miller in his "Columbus" gave us a slogan that fits the occasion in 1933. "Sail on. Sail on and on, and on."

* * *

Holland, they tell us, has had a depression for three hundred years. We want a state of living that can be interpreted in human happiness, but we do not want in this country a cheap low grade form of existence. We want beautiful and comfortable homes and an attractive social environment.

* * *

Roy Cloud, executive secretary of the C. T. A., and Willard E. Givens, president of the executive board, have been very efficient in fighting at Sacramento for the best interests of the public schools. The members of the Senate and Assembly have serious problems of economy to consider, and it is no easy task to protect the schools and to satisfy the taxpayers. Teachers' pensions, tenure, tax bills, constitutional amendments, and various other bills must be carefully considered. There is great danger that objectionable bills will become laws. Legislation is being closely watched, however, not only by representatives of the C. T. A. but by members of the Assembly and Senate who believe that the public should have a square deal.

GOETHE TELLS US

But let disaster unsettle the usual course of existence,
Tear down the buildings about us, lay waste the crops and the garden,
Banish the husband and wife from their old, familiar-grown dwelling,
Drive them to wander abroad through nights and days of privation,—
Then, ah then! we look around us to see what man is wisest,
And no longer in vain his glorious words will be spoken.

Over 37,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities, shown on the above graph, and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership September 12, 1932, was 37,145.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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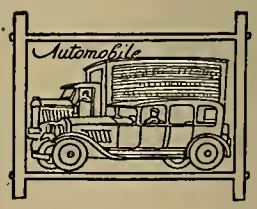

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THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

Vol. XXXIX, No. 3 San Francisco, March, 1933 Price 15 Cents

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

A "New Deal in Education" or "Democracy at the Crossroads" could well be the scenario heading of the days following March 4.

The confusedness of men's opinions now is only equaled by the hours of the day.

The phantom of the fear of a local, county, state, or national tax strike is the factor that is staying for the moment any constructive thinking or, rather, doing on the part of those in charge of education in this country.

With tens of thousands of children already locked out of schoolrooms on account of lack of monies, a major problem of our local and national government is to get these children back to school and to stay the spread of the movement.

Present conditions have done much to make the whole nation realize that the education of its children is more than a local or personal family affair; and the breakdown of local tax support has made it imperative that the education of the youth of our land be either supported by the massed wealth of each individual state or by the massed wealth of the nation itself.

Educational leaders for years have been talking of the wiseness of securing money for education from the places where the wealth is and of placing it where the children are.

If the "New Deal" is really going to mean something, we may be nearer the placing of the whole of the support of education upon the state than we realize. In fact, we may be close to a national department of education with real authority and a Secretary of Education in the Cabinet. It is entirely unreasonable to believe that our new administration will permit whole states to continue without educational facilities as at the present moment.

It is true that the school people of California have fought against the lowering of the state apportionment for schools. When in round numbers the state gives 15 per cent of the school monies and the counties and districts raise the remaining 85 per cent, it is evident that the state is not giving sufficient. And when one realizes that the state's share comes from corporation taxes, it is easily seen why the California Taxpayer's Association is so interested in doing away with or lessening the state's contribution to education.

The attack upon education in California is more than a sniping affair. For years it has been fostered by a tax association supported by large corporate interests. In spite of the fact that the schools of the state have lessened their expenditures this past year in the neighborhood of fifty millions of dollars, the propaganda is out that the schools have fought any cut in taxes for school support and have made no cuts. The worst of the matter is that people of education who should know better and who ought to be able to read are continuing to voice this same opinion. It is up to the friends of the public schools of California to continue reiterating the fact that the district tax rates have been lowered in a majority of the school districts of the state with a saving of the above-mentioned sum.

The California State Legislature is now considering a mass of legislation in regard to public education in California. Teacher tenure, retirement funds, consolidation of some three thousand elementary districts into some three hundred, are several of the leading issues.

The consolidation issue brings with it more side problems than is at first apparent. Carried out to the nth degree, there is no need of some three hundred districts in the state and also the present lineup of fifty-two county superintendents of schools with their assistant superintendents and corps of rural supervisors. If the consolidation measure goes through, the supervision should be in each district, and the County Treasurer and Auditor would be all that would be needed to check up on educational expenditures. If we are to have such a revolutionary change, why not go the whole way and have a state unit of schools and do away with the intricacies of some three hundred subdivisions.

As a counter proposition, A. R. Clifton, Superintendent of Los Angeles County Schools, is behind Senate Bill 1806, which makes permissive the matter of elementary districts in a high school district, putting themselves under the administration of the high school district. The bill is described as relating to public schools, school districts, the powers and duties of the governing boards of school districts, and the authorizing of any elementary district to permit the governing board of the high school district within which any such elementary district is located to manage, operate, and control the elementary schools within such elementary district, together with the high schools of the high school district, as a single school district system. The bill outlines the ways and means in which this amalgamation may be brought about; it provides for the maximum amount of taxes that may be levied, it deals with how bond issues of the various districts will be continued to be carried, and the crux of the bill is that the support of the elementary districts from county and state funds will be continued to be apportioned as at the present time.

Superintendent Walter R. Hepner of the San Diego city schools is not leaving it to haphazard chance that the citizens of his city receive true ideas as to the educational system of their city, and the actions of the city board of education and those of the educational administration in carrying on in these disturbed financial times. Superintendent Hepner has just issued a "Handbook of Information," in which the following topics are discussed: (1) Why San Diego Schools Cost Less; (2) Financial Facts; (3) Miscellaneous Facts; (4) Difficulties Encoun-

tered in Financing Local Schools; (5) Methods Used to Reduce the School Budget for 1932-33.

This handbook brings out the following pertinent facts: (1) Ten years ago, only 13.7 per cent of the total population of San Diego attended full-time day schools. (2) This year 16.1 per cent of the total population of the city is being accommodated in full-time day schools. (3) Ten years ago, only 22.8 per cent of the regular day school students were enrolled in the more expensive upper, or ninth, tenth, eleventh, and twelfth grades. (4) This year, 24.8 per cent of the regular day school students are enrolled in grades nine to twelve. (5) During the last ten years, the average yearly increase in attendance has been 1296 pupils. (6) Present school attendance is 190 per cent of the attendance of ten years ago. The culmination of these stated facts is the announcement that "With all these increased demands for school services, this year the board of education is requesting the smallest district tax for school support since 1924."

This is Superintendent Hepner's fifth year as head of the San Diego city schools. During that time he has consistently raised the educational standards of the city, and at the present time we find an excellent teaching corps, the majority of school buildings modern and up to date in all detail, and a curriculum that provides the best of the modern education. Nearly a thousand teachers—933 in number—care for a school enrollment of 31,214. These pupils are enrolled in two senior high schools, two junior–senior high schools, one continuation high school, five junior high schools, and thirty-six elementary schools.

San Diego always has been governed by a conscientious board of education. The present members are no exception to that rule. This board consisting of Mrs. Mildred L. Hale, president; Jacob Weinberger, vice president; Orton E. Darnall, Mrs. Vesta C. Muelheisen, and Claude Woolman has given Superintendent Hepner full support in putting across his program. It is a reason for regret now that Mr. Woolman, who has been a board member since 1915, is not a candidate for reëlection this spring.

FRANK M. WRIGHT, District Superintendent of the El Monte Schools, is carrying out the completion of the Columbia School auditorium, a building project that was started four years ago, before there were any signs of financial distress. Some $35,000 to $40,000 in all will have been put into the auditorium out of current taxes, when the unit is completed. It is hoped to have the formal opening around the first of April, when a school operetta will be presented.

J. B. POTTER, District Superintendent of the Rosemead Schools, has the finances of his district in good shape, although it is one of the poorer districts in Los Angeles County. Attendance is less than last year owing to the fact that there are no cheap rentals in his township. Reconstruction Finance Corporation funds are being spent in Rosemead and are being used to fix streets around school grounds. Nurse quarters and a rest room for undernourished children were improvements of the last year.

HAROLD L. KIMBALL, principal of the Cabrillo Elementary School, San Diego, located on Point Loma, believes in making the most of his school environment. This section of the city was where the Indians of San Diego region congregated in the summer for fishing and collecting clams and shrimps. Mr. Kimball has established in his school an Indian museum, in which the remains of the past Indian life of the region have been secured. Ollas, arrowheads, pestles, and baskets of the region have been collected. In addition, Mr. Kimball has secured for the museum many other articles relating to Indian life. It is not necessary to say that the pupils of the Cabrillo School find this museum a source of great interest, and it is motivated into their regular school work. Mr. Kimball is collecting the Indian folk lore of the region and may in time have a book published on that subject. There still are some native Indians in the locality, and a picture of one Indian woman grinding acorn meal was painted by Leslie W. Lee and is a possession of the school.

W. MAX SMITH, Superintendent of the Merced Grammar Schools, has been carrying on an intensive course of study program this year. Emphasis has been placed upon reading and the social studies. Committees are so organized that there is an overlapping of grades within each so as to bring about a real articulated program. At the Galen Clark School, whose pupils number about 50 per cent Mexican, a two-track course of study is being fashioned.

MISS HATTIE HAMMAT, principal of the John Muir School, Fresno, is the chairman of the social science book committee for this year.

HAROLD C. STADTMILLER, principal of the Exeter Grammar School, is working on a set of block prints of the California missions as a part of his work for a higher degree from the California School of Arts and Crafts.

J. E. BUCKMAN, Superintendent of the Tulare County Schools, has just finished a series of three meetings at Visalia, Porterville, and Tipton, in which the teachers adjacent to those places met to receive instructions as to how to bring out more articulated effort in the various schools of the county. Arithmetic was one of the main subjects emphasized.

J. J. BERRY, District Superintendent of the Oakdale Grammar Schools, has had the aid of the business men of the community in feeding children at school at noon who are unable to pay for hot lunches. This year it has been possible for the Oakdale schools to give a balanced luncheon for ten cents.

A. R. CLIFTON, Superintendent of Los Angeles County Schools, through his curriculum department, that is under the directorship of Mrs. Lorraine M. Sherer, has for several months been issuing units of work that has been the development of various committees of teachers of the county schools working under Mrs. Sherer.

The seventh and eighth grade committee in arithmetic have issued three tentative units of work. These units are titled: (1) Classroom Paper Budget — an Arithmetic Enterprise; (2) Unit of Insurance for Seventh Grade; (3) Unit on Graphs. The method of organization of these units is of the same character; that is, there is a statement of general aims, specific aims, viewpoint, arithmetic involved, etc.

This committee is under the chairmanship of Mrs. Sadie C. Atherton of Beverly Hills. Members of the committee are composed of Mrs. Elizabeth Barwick, Beverly Hills; Lee Collins, Montebello; Mrs. Elizabeth H. Doughty, Culver City; Miss Clara M. Ferguson, Whittier; Mrs. Mildred B. Janson; Douglas P. Lucas, Puente; Miss M. Edrys Nagle, San Marino; Melvin Neel, Los Angeles County rural supervisor; Douglas W. Noble; Mrs. Grace K. Rathwell, Beverly Hills; Mrs. Mary F. Simmons, El Segundo.

Two interesting units of a preliminary literature course of study have been issued by the literature course of study committee of Los Angeles County schools, working under the supervision of Mrs. Lorraine M. Sherer, director of curriculum.

The first unit is called "A New Nation in a Wilderness—Unit on American Literature, Colonial and Revolutionary Periods," seventh grade. The second unit is titled "The Romance of Our Vanishing Frontier—Unit on American Literature—Westward Expansion," for seventh grade.

Both units have been very carefully worked out with specific objectives outlined and list of materials given from which the students can gain their information. The aims of the first unit, "A New Nation in a Wilderness," is a fine example of how such subject matter may be developed. They are as follows: Aim One—to give a vivid picture of life in America during colonial and revolutionary times through modern fiction. Aim Two—

to acquaint children with life in the colonial and revolutionary periods as depicted by the best early American writers. Aim Three—to help pupils develop high ideals of behavior through contact with some of the great personalities and some great adventures in government. Aim Four—to give an understanding of the life and spirit of the colonial and revolutionary times through a wide reading of poetry which depicts the tempo of the period. Aim Five—to help children make a comparison of quantity, variety, and quality of early literature as compared with contemporary output. Following the discussion of each aim is a list of books with a review giving what the contribution of each book is toward the aim. This unit was prepared by Grace E. Snelling of the El Segundo Grammar School, with the assistance of the committee. The unit on "The Romance of Our Vanishing Frontier" was prepared by Mrs. Julia C. Smoyer of the Garvey schools, also with the committee's assistance.

This literature course of study committee was composed of the following: Lorraine M. Sherer, director of curriculum, chairman; Grace B. Austin, Covina; Coza H. Clausen, Palos Verdes; Eleanor Groves, Covina; Verona F. Hansen, Puente; Eva Holst, El Monte; Frances M. Jack, Beverly Hills; Maxine Latta, Hermosa Beach; Emily C. Leonard, San Marino; Ruth N. McAlpine, Hawthorne; Sylvia V. P. Otis, Bellflower; Emma A. Reynolds, Whittier; Pauline Ritter, Garvey; Catherine T. Scott; Julia C. Smoyer, Garvey; Grace E. Snelling, El Segundo; Anna B. Thompson, Bellflower; Katherine S. Zadach, Azusa.

George N. Hale, who for the past several years has been principal of the John Muir Junior High School, Burbank, was elected this last summer to the district superintendency of the Bloomington elementary schools. Mr. Hale is well known to San Bernardino county circles, for previous to going to Burbank he was principal of one of the San Bernardino city junior high schools.

W. R. Fouts of Rialto is a man of two positions. He is District Superintendent of the Rialto Elementary School with his own board of trustees, and he is also principal of the Rialto Junior High School, which is part of the San Bernardino city school system directed by Superintendent Lewis E. Adams. This is Mr. Fouts's ninth year in Rialto. He is a graduate of Simpson College, Iowa, and has an M.A. degree from Stanford University. Much emphasis is being placed upon music in the Rialto schools. Voice is given to every pupil from kindergarten through junior high school. Piano classes are held from the third grade up. Band and orchestra classes commence at the fifth grade. Glee club work is given in the upper grades. At the present time there is an orchestra of twenty-five pieces in the junior high school and of twelve pieces in the elementary school. Miss Valera James is in charge of music in the elementary grades and Nathan Wilson and Osman Ingraham handle the instrumental and vocal work in the junior high school. The Rialto orchestra is ranked one of the best in the San Bernardino city system.

South of Santa Ana in Orange County lies Costa Mesa, a few miles from the Pacific Ocean and the attractive environs of Newport Beach. Here Henry Abrams has been District Superintendent for the past two years in a community increasingly rich in children but with valuation of property greatly decreasing. Last year there was a 20 per cent increase in enrollment and this year 10 per cent. The 750 children are registered in three schools under twenty-four teachers.

In the hills north of Los Angeles beside a road running from Glendale to Pasadena lies La Canada, one of the most attractive of the smaller suburban communities that surround Los Angeles. Here is quietness, chaparral covered ravines, and Spanish stucco homes. A modern school is under the direction of Percy H. Johnson, who has been District Superintendent here for the past three years. From Tennessee originally and a graduate of Maryville College of that state, Mr. Johnson has been in California for some twenty years. Here he has been in business, attended the University of Southern California and the University of California at Los Angeles, for two years was in the Pasadena schools, and for two and a half years in the Los Angeles schools, working in the elementary field under Assistant Superintendent Robert H. Lane. At La Canada, Superintendent Johnson in his school work is attempting to unite the best of the old procedures with the best of the new.

R. A. Schostag has been District Superintendent of the Ocean View School, Orange County, for the past ten years. He has seen the school grow from small proportions to an enrollment of 350 pupils with eleven teachers in charge. A new school plant is ultimately planned, the first unit of which, an attractive building for kindergarten and grades one and two, being already completed and occupied. Mr. Schostag is a graduate of the University of Texas, and with the exception of one year in the Anaheim schools has spent all of his time in California as head of the Ocean View School.

Mrs. R. Fine is principal of the Piru Grammar School, of which she has had charge for the past ten years. Mrs. Fine is a graduate of the University of Southern California. Her school is ranked as one of the best of the rural schools in Ventura County. Five teachers are in charge of 165 pupils.

John W. McGinnis, District Superintendent of the Briggs School, Ventura County, has been developing an outstanding program during the eleven years he has been in charge. Mr. McGinnis is a graduate of the University of Southern California, and for four years was student secretary of the Y. M. C. A. at that institution. At the present time Mr. McGinnis is stressing physical education. A regular schedule of games for all grades has been arranged, from ping-pong to the more strenuous sports. The feature of these games is that credit is given for participation in them toward the earning of units toward school letters. The aim is to develop leadership, achievement, and service. The points earned come out of all of the school's activities—such as points for perfect attendance, citizenship, scholarship, posture, decathlon, squad leaders, newspaper, school officers, council, essay winners, etc.

Shop work has been another of Superintendent McGinnis's hobbies. Grades five and six specialize in toy-making, while grades seven and eight work in cold metal and wood. Lathe, band saw, forge, art craft metal tools, are available for the upper grades. The treasure chests trimmed in brass and copper that the pupils have made are unusually attractive.

Mr. McGinnis is running a very economical school, and this past year reduced his expenditures $12.20 per pupil on an average daily attendance. The Briggs school enrolls 375 pupils with eleven teachers on the faculty.

Jalmar W. Lawson, District Superintendent of the Escondido Schools, is the first president of the San Diego County Schoolmasters Club, which was formed last spring. During the December institute in San Diego, a meeting was held at which the speakers were State Senator William Harper and Assemblyman Stream. Superintendent Lawson in the Escondido school cafeteria has inaugurated the serving of a balanced luncheon at the cost of ten cents. Before Christmas vacation a chicken dinner was served for ten cents with all the fixings, with over three hundred pupils present.

BOOKS AS CONSOLERS

Long ago I fell back on books as the only permanent consolers. They are the only stainless and unimpeachable achievement of the human race. . . . Books are the answers to all our perplexities! . . . Yes, books are Man's supreme triumph, for they gather up and transmit all other triumphs. — *Christopher Morley.*

CUTTING WHISKERS

BY WALTER R. HEPNER

A TEACHER in a Texas high school tells this story:

"Some years ago there lived in Texas an old man with an immense beard; large enough, I think, to conceal a diamond stud the size of a Georgia peach. One day a little granddaughter said, 'Grandpa, what do you do with your whiskers at night, and when you put on your overcoat, do you put your whiskers inside or outside?' The old man had not thought of it. That night when he retired he tucked his beard carefully under his blankets, but that pulled his chin. Then he put his whiskers outside the covers, but that, he thought, held him stiff on his back. He had a terrible night. The next morning he started down town, and his beard blew in the wind. He buttoned his overcoat around it, but that was most uncomfortable. So he went down to the barber shop and had his whiskers cut. After the idea was planted in his consciousness, something had to be done about it."

I like the activity and project methods of teaching, for in them lies the power of presenting new truths forcefully. Learning is more than an intellectualized process. Memorization, although tremendously valuable as a phase of the educational process, does not lead to the trimming of whiskers. It may encourage their growth.—*San Diego City School Bulletin.*

HEALTH EDUCATION

THE SCIENCE OF HUMAN LIVING. By Mae Johnson Corwin and Walling Corwin. Harr Wagner Publishing Co., San Francisco, 1931. 464 pp. Price $1.68.

This textbook is for use in the Junior High School. It is divided into units as follows: I, Foods and Health; II, Personal Health; III, General Health; and IV, Health in the Home. Anatomy and physiology are not touched upon to any great extent. The whole tone of the book is practical, and it should prove very valuable in any school health program. A further aid in teaching health is found in the suggestions, "Things to do," at the end of each chapter. These have been tried extensively in the classroom and should elicit good responses from young students. A further device which should prove a useful adjunct in teaching are the questions given at the beginning of each project or chapter. These are labeled "Questions to be answered while studying this project," and should further serve to draw the student's attention to the important points in each chapter. There are numerous carefully selected illustrations, and the book is attractively arranged. This book would be an excellent text for the seventh or eighth grade work in health.—*Emeth Schutz, in Public Health Reviews, University of Michigan.*

CHRISTOPHER MORLEY, the interpreter of literature and men, has been lecturing in Hawaii. He will appear in San Francisco on April 7 at the Western Women's Club, and will speak on "New Grub Street." He will be introduced by Herbert L. Rothschild, the well-known attorney and book collector.

SPOKEN DRILLS AND TESTS IN ENGLISH

By MABEL VINSON CAGE, *Belmont High School, Los Angeles, California*

List $1.25

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MRS. MAE JOHNSON CORWIN

The untimely death of Mrs. Mae Johnson Corwin, author and Los Angeles city high school teacher at Phineas Banning Junior–Senior High School, in an automobile accident at Wilmington, near Long Beach, the center of the earthquake area that shook Southern California the evening of March 10, was a direct result of the hysteria that followed that event and occurred shortly after the first major shock. Ever ready at the call of distress, Mrs. Corwin had gone by automobile with a neighbor lady who was trying to find out if her husband had been injured in the quake. They found him safe and were returning when struck at a crossing by another car. Mrs. Corwin never regained consciousness and died before reaching the emergency hospital.

Mae Johnson Corwin

The death of Mrs. Corwin has been a tremendous loss to her immediate family, school associates, pupils, publishers, and many friends throughout the United States. Mrs. Corwin was at the peak of her career as a creative artist. With her husband, Walling Corwin of the San Diego city schools, she had had published during the last five years six textbooks by the Harr Wagner Publishing Company of San Francisco. These books, "Junior High School Science," "Science of Human Living," "Science of Plant and Animal Life," "Science of Discovery and Invention," "Pioneers' Pathway," and "Trails Today," have been admirably received by the school people of the country, and the sale has just started to reach great proportions. In addition, P. Blakiston's Son & Co., Inc., of Philadelphia, publishers of science texts, have accepted the manuscript of a "Western Biology," which they will publish shortly. Besides books, Mrs. Corwin has written many short stories and articles for the more solid magazines.

As a woman, Mrs. Corwin is honored for the breadth of her human understanding. Her pupils were made to feel that it was in them to succeed, and they did. As a counselor for youth, Mrs. Corwin kept a freshness of outlook and an optimism that encouraged all.

For more than twenty years Mrs. Corwin had taught school in grammar schools, junior high schools, senior high schools, and normal colleges. She started teaching grammar school at the age of sixteen in Ohio, after passing a county examination. Later she received the degree of B.S. in education from Ohio University, and then an M.A. degree from Ohio State University. For several years before coming to California with her husband, Mrs. Corwin was a teacher in the high schools of Columbus, Ohio. For the last nine years Mrs. Corwin had been a teacher of the sciences in the Phineas Banning Junior–Senior High Schools, Los Angeles, while her husband, Walling Corwin, has taught the same time in the San Diego city high schools. Mrs. Corwin was a devoted wife and mother and leaves a daughter, Barbara, eleven years of age.

As an author, a wife, a mother, and a leader of youth, Mrs. Mae Johnson Corwin did a good work, and enough is said when one can say the world is better for the part she played in it.

We have faith in education as the foundation of democratic government—our schools need the appreciation and cooperation of all those who depend upon them for the education of our youth—the state's most valuable asset. Our schools are today enabling America to achieve great results, and they can help her to even greater accomplishments.—*Franklin D. Roosevelt.*

THE SOUTHERN CALIFORNIA EARTHQUAKE

It is not to minimize the recent disastrous earthquake in Southern California to call to the outside world's attention that of the 120 communities that make up Southern California, only six were in the region of major damage, and consequently all of Southern California is not in ruins. Compton, Long Beach, Artesia, Norwalk, Huntington Beach, Huntington Park, and the southern area of Los Angeles were the major portions affected. With the death of 119 people and the injury of many scores more, and the destruction of from twenty-five to sixty millions of dollars of property, according to different estimates —the chamber of commerce estimates forty-five millions—the damage was quite enough, but no more than caused by many a twister in the midwestern states.

Life in the Los Angeles region after a week's school vacation is back to normal, and the rebuilding of shaken structures is already under way. The earthquake, for one thing, did away with the depression complex and made it seem distant and far off.

The fact that a great number of school buildings were made unsafe for pupil occupancy is perhaps the most momentous result of the earthquake. If the shock had come three hours earlier, the loss of life of pupils and teachers would have been appalling.

From reports of engineers it appears that school buildings have not been constructed with the idea of withstanding earthquake shock. It cannot be said that boards of education did not know that they were constructing schools in an earthquake area, for it is only of recent years that the Santa Barbara earthquake and that of Inglewood and South Whittier made evident the possibility of such an event.

It seems that the boards of education have hearkened to the California Taxpayers' Association importunities for lower school costs in erecting Class C instead of Class A structures, and in many cases this past year did away with earthquake insurance.

Now we have the taxpayers' associations calling for Class A school buildings, which will probably cost twice as much as the other structures, while howling for lower school expenditures, making a rather complicated situation.

The engineer reports also intimate that the construction of many buildings was not up to specifications, that poor materials were used, and that political considerations played a part in the letting of contracts.

The aftermath will be that a rigid school building code is to be made effective in all affected earthquake areas.

March 20, ten days after the quake, all but thirty-three of the 375 schools of Los Angeles city have been made safe and ready for occupancy. Of these thirty-three schools, twenty-six are elementary schools, five are high schools, and two are junior high schools.

In Los Angeles County all schools that have been closed will be open on the twentieth except those of the Long Beach and Compton areas, and those of Norwalk, Artesia, Bloomfield, and the Wilmington Avenue School at Willowbrook.

A. R. Clifton, Superintendent of Los Angeles County Schools, has a corps of engineers passing on the safety of any county school structure before it is allowed to open.

Long Beach, one of the worst sufferers in the quake, has seven schools it can repair—the rest are practically a total loss. The plan is to resume school in Long Beach, as soon as these seven plants can be repaired, on a two-day session basis, with additional facilities in bungalows. Here Superintendent H. S. Upjohn has a tremendous problem of rehabilitation. It is hoped that Reconstruction Finance Corporation funds may be made available for the rebuilding of destroyed buildings in Long Beach and elsewhere.

When the corner-stone of the Washington monument was laid Mr. Winthrop said: "Build it to the skies—you cannot outreach the loftiness of his principles; found it upon the massive and eternal rock—you cannot make it more enduring than his fame; construct it of the purest Parian marble—you cannot make it purer than his life."

NORTHERN CALIFORNIA CONFERENCE

By MORRIS WAGNER

ON SATURDAY, March 11, the Northern California Conference of Elementary School Principals and District Superintendents met at the Sanchez School in San Francisco under the leadership of Miss Helen Heffernan, chief, Division of Elementary Education and Rural Schools of the State Department of Education, who presided at the morning meeting.

The theme of the meeting was the integration of subjects in the curriculum. Mrs. Gladys Potter, assistant, Division of Elementary Education and Rural Schools, State Department of Education, was first on the program, opening the discussion with a talk on "What Are the Implications of an Integrated Curriculum for Elementary Schools?" She laid emphasis particularly on the all-around development of our mother tongue and on creative language. She made the point that skill subjects must keep their special periods, but that the techniques acquired are a means to an appreciation—not an end in themselves.

At the close of her talk, exhibits of work were shown from a seven-teacher rural school in Camarillo, Ventura County. This exhibit was a series of friezes and was done under the direction of Mrs. Ann Powers, classroom teacher, working on close integration of nature, art, and social studies. The friezes were made on long strips of wrapping paper with crayons and then shellacked. They were not only beautiful pieces of art work for children to have made, but they showed knowledge of costume and custom, and a wealth of information. They gave the impression that the children had been really thrilled over the job and that in the search for facts they had found a lovely appreciation of the spirit of the country and the people that they studied. A gifted art teacher had taught them to visualize and express this appreciation.

Following Mrs. Potter's talk and exhibits, Jeannette Barrows, principal, Hillside School, Berkeley, spoke on reading and literature. She made the point that a child's interest in reading is in the same fields as his observations. She also stressed the dangers of too much silent reading.

"Social Studies" was the subject of Will E. Wiley, District Superintendent of Schools of Lodi.

Mrs. Sue L. Fratis discussed the language arts. She made the statement that while we give many exposures to good language habits, we do little or no clinching of those habits, and that success in correct usage lies in *con*sistent and *per*sistent checking and testing.

Science in the integrated program was discussed by Robert D. Rhodes, supervisor of nature study, Santa Clara County. It was a very sympathetic talk regarding the problem of the crowded curriculum and the teacher unprepared for science instruction, but showing clearly the possibility of its successful inclusion even in the face of these conditions.

"The Fine Arts" was the subject covered by Charlotte Estes, principal, West Portal School, San Francisco.

The unique and perhaps most interesting feature of the program was the discussion panel. Several principals and district superintendents started it off from their seats on the platform; it then spread to the audience, which was taking a lively part when time had to be called for luncheon. Superintendent Joseph Marr Gwinn of San Francisco presided at the luncheon meeting at which Honorable Vierling Kersey, State Superintendent of Public Instruction, was the speaker.

The meeting extended into the afternoon. Miss Mary Reeve, principal of the Grattan School, San Francisco, was one of the principal speakers, and many San Francisco and bay region principals took part.

Both sessions were well attended, and it was one of the most spirited and interesting conferences that has been held in California. Principals and district superintendents of the bay region, and from many parts of Northern California, were seen in the audience, and San Francisco was well represented.

I HOPE PEACE will come soon and come to stay, and so come as to be worth the keeping in all future time.—*Lincoln.*

HAMPDEN AT THE COLUMBIA

WALTER HAMPDEN, leading actor of the American stage, who is now on tour in "Caponsacchi" and "Hamlet," comes to the Columbia Theater for the week beginning Monday, April 3, and will present both these great successes. This offers a provocative opportunity for enjoyment in the theater to all who have sat under the spell of Mr. Hampden's "Cyrano de Bergerac," as well as to those who will see this splendid actor for the first time.

"Caponsacchi," which will be played Monday, Tuesday, Wednesday, and Friday evenings and Saturday matinee, is much the same texture of and quality of "Cyrano." Like the latter, it abounds in deeds of heroism and self-sacrifice. The love of *Caponsacchi*, the "soldier-saint" or "warrior-priest," for *Pompilia* was as unselfish and all-consuming as was *Cyrano's* for *Roxane. Caponsacchi* dared all and risked all—his position in the church as well as his life—to rescue *Pompilia* from the clutches of her brutal and avaricious husband, *Count Guido Franceschini*, in the end being justified by the *Pope Innocent XII* himself. The story is no figment of the imagination, but an actual happening in seventeenth century Italy, made glowingly alive by Robert Browning in his monumental epic, "The Ring and the Book," and brilliantly transcribed for the stage by Arthur Goodrich.

The comparison of *Caponsacchi* and *Cyrano* can be carried further. The rôles are almost equally many-sided. There are three phases to the character of *Caponsacchi*—the priest, the cavalier, and the mountebank — giving Mr. Hampden what is practically a triple rôle, which passes through a crescendo of emotion from comedy to romance and on to tragedy. The focal point of the play is a murder trial, which is as intensely dramatic as any common to modern mystery plays.

The fine cast supporting Mr. Hampden is made up of the best players who were with him in "Cyrano." Esther Mitchell plays the persecuted child wife, *Pompilia;* Ernest Rowan acts her brutal husband, *Guido;* Whitford Kane has the rôle of *Caponsacchi's* boon companion, *Canon Conti,* who furnishes much of the humor of the play; Renolds Evans plays the riotous lover, *Gherardi;* Mabel Moore acts Guido's mistress, *Margherita,* and C. Norman Hammond the venal *Governor of Arezzo.*

"Hamlet," of course, always has been Mr. Hampden's masterpiece of acting. Long ago pronounced the finest embodiment of the Danish prince since Edwin Booth, it remains a characterization to touch the heart and stir the most profound emotions. San Francisco is familiar with this "Hamlet" and undoubtedly will give it a warm welcome. "Hamlet" will be played Wednesday afternoon and Thursday and Saturday evenings.

DRAMATIC and literature teachers should arrange to bring their students in a group to hear this splendid actor in these standardized plays.

THIS GREAT MAN fought against tyranny; he established the liberty of his country. His memory will always be dear to the French people, as it will to all free men of the two worlds. —*Benjamin Franklin.*

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HARR WAGNER, EDITOR

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Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

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LIBRARY NEWS

By MAY DEXTER HENSHALL
County Library Organizer, State Library

*Items of Interest From California County Libraries**

SACRAMENTO COUNTY—Recently the county librarian has assisted in organizing two reading clubs in the county—the Orangevale Study Club and the Fortnightly Club of Colonial Heights. The beginning program of the former will be based upon travel books, especially those dealing with South America and the South Seas. The program for the latter has not yet been outlined, but will probably deal with recreational reading, as the members feel that a mental release from the atmosphere of strain and anxiety is very much needed in their community. At this meeting there was much outspoken comment upon the need for recreational and even "frivolous" reading as an escape from too heavy responsibilities. There are a number of study clubs in the county, but this is the first time when the need for a lighter type of reading as a community necessity has been so definitely stated. It has an interesting significance.

Since the beginning of October, 1932, the county librarian has been in heavy demand for book reviews in both the city and county of Sacramento.

SAN BENITO COUNTY—When the library's budget was slashed to the breaking point last July, we were left with just enough money in the book fund to pay for the books already ordered. These were mostly continuations. The general public was demanding the latest fiction. A rental collection seemed the only way to solve the problem, and we determined to give it a trial, as this method had already been suggested by some members of the tax committee and many of our readers.

With the aid of the county officials and the book people, a plan was worked out whereby we would order the books and pay for them from the rental fees which were to be deposited in a library account in the bank. This plan was approved by the board of supervisors with the understanding that it was an emergency measure only. The plan has worked out very well. We charge ten cents for five days and have a collection both in our library and the city library. At times it has seemed as though we had all bills and no money, but now we are on our feet and feel our rental collection has been a success.

SAN BERNARDINO COUNTY—The circulation of the San Bernardino County Free Library has increased in the five years, 1927–1932, over 160,000, and its registered borrowers over 11,000. The increase per capita for maintenance expenditures was only .101, and the staff increased only one full-time assistant and a page three hours daily. Six branches with reading rooms were completely furnished.

San Bernardino County Library compiled a list of books on vocations, furnishing a copy to every community branch. This was done to aid the unemployed; to help those with jobs to become more efficient; and to assist those in business to effect more economic management. The response was immediate and has continued.

*Items from other county libraries were given in the February issue of THE WESTERN JOURNAL OF EDUCATION.

SAN DIEGO COUNTY—The lease on our quarters has recently been renewed for a period of three years. Our request for three additional rooms was granted, making our total floor space 3,983 square feet. This added space will greatly relieve our crowded conditions in the mending and shipping departments.

SAN JOAQUIN COUNTY—Through the coöperation of the Stockton and San Joaquin County Music Teachers' Association, the Stockton Public Library has been presenting a music story hour the first Saturday afternoon of each month. The programs as arranged by the general chairman have attracted a very large audience of children who evince a keen interest in the stories from the romantic history of music combined with musical selections of each epoch as interpreted by the young students of the various teachers. The gift of a piano was secured through the assistance of the local press, and our first program was held during Good Book Week in 1931, when a League of Nations music program was arranged to carry out the World Book Parade of that year. Much of the music, especially that in solo form, has been performed by the students, but occasionally the material calls for opera, chorus, or symphony, and again we called upon the local press for assistance in securing a Victrola. Our hopes were more than gratified when we received a Brunswick with a fine assortment of records. By introducing this novel form of story hour we aim to inspire the love of music in the hearts of our children.

SAN LUIS OBISPO COUNTY—Our "depressed" shelves have been hard put to meet an unusually heavy demand for project material. Today, we may travel to South America, tomorrow to the frozen North, and perhaps squeeze in China and Japan the same day. This means much time and effort, but is doubtless the most interesting of our tasks.

SAN MATEO COUNTY—In this rapidly growing county our small staff can just manage to stop the overwhelming hunger for books, but the appetite is by no means satisfied. Among our borrowers are numbered many bay side residents who are San Francisco commuters, college students, men out of work, two radio announcers, a contributor to THE WESTERN JOURNAL OF EDUCATION, members of the P.-T. A., rural residents on the ocean side of the county, and a Dutch woman who asks for aid, as she is writing weekly articles on California for magazines and newspapers in Holland.

At present the county parent-teacher association lets us make lists of books for monthly distribution to every unit. This department is known as the Home Reading Section, and we are making these bibliographies for father, mother, and the children. They take form from the idea that presents itself for the month. October's list stressed discovery; November, Armistice and Thanksgiving; December, books for holiday gifts; January, inspiration and thrift; February, national heroes; March, garden books; etc. These lists have had some measure of success, for these books are asked for by various branches over the county. We sometimes take a few of the books listed to the monthly county meeting, and the fact that people see them adds to their interest.

SANTA CRUZ COUNTY — The Santa Cruz County Library is one of the four county contract libraries still in operation in this state. The Santa Cruz Public Library has a small income which has not been increased for over fifteen years, yet it has a large circulation. Many of its readers are retired business and professional people living in the city or country. In addition, there are tourists who are temporarily in the county for the sea air and mountain drives. These facts give some realization of the demands on a city library which has contracted to give county library service. This service would be almost impossible for the Santa Cruz Public Library if it were not for the excellent service of our State Library. We borrow not only the old but just as frequently the new and often expensive class books. We also borrow books in foreign languages, including French, Italian, Danish, German, Spanish, and Portuguese.

SOLANO COUNTY—The Solano County Free Library has gone in for "forums" this winter. A committee of townspeople is responsible for the program and the speakers. Last summer a group of Solano County women attended Lyman Bryson's last forum held at the University of California summer session. In September, Mr. Bryson came to Fairfield to open the first forum, which happened to be a talk on Shakespeare—a rather difficult subject for much discussion. The subjects have been varied, including taxation, a planned society in the United States, a second Shakespeare evening, and the World Court. The February program was a talk and discussion on disarmament and world peace by D. L. Beard of Napa. Solano County supplied the first speaker for the Napa forum, and we hope to arrange further exchanges of speakers. The attendance has varied with a very satisfactory show of interest.

The grounds of the county library have been graded and the planting of trees and shrubs has started. Under present conditions the proper landscaping of the grounds at county expense promised to be indefinitely delayed. A committee of citizens formed to see what could be done by community effort. Professor J. L. Stahl, head of the landscaping division of the university farm at Davis, made a landscaping plan for the whole block which is all county property. This plan embraces the Girl Scout house on one corner, the firemen's hall and the firehouse on a third corner, and plans for the corner now occupied by the county corporation yard, which is to be moved. The railroad tracks of the California Northern have been ordered removed from the grounds and eventually the whole block will be landscaped. The grading of the east half of the block and the planting of trees and shrubs around the buildings are the objective for this season. The State Nursery, the Maxwell Nursery of Napa, and Burch Brothers Nursery of Napa have been very generous in their gifts to the grounds, as well as individual donors of the county.

STANISLAUS COUNTY—The Stanislaus County Free Library celebrated the George Washington Bicentennial by maintaining an exhibit of books and pictures at main library during the entire year's observance. This exhibit was changed every few weeks and new material displayed. Portraits of George Washington, Martha Washington, and other pictures were placed at every branch, and books relating to Washington and his times were sent to the branches for special attention. The library featured music of colonial times as club program suggestions, and furnished music scores and plays.

During January the main library exhibited

he etchings from the Print Makers Society f California and afterwards they were exibited at Patterson Branch.

The library has established a branch at the tate Labor Camp No. 16, at Gilman, Stanisaus County, where one hundred men are loated. Books sent included fiction, travel, iography, and especially desired books on adio and electrical engineering.

SUTTER COUNTY—For the last year and a half e have conducted a library column under the eading, "Books too Good to Miss," in one of he weekly papers of the county. Individual ooks or groups of books on a subject are reiewed. This publicity has proved especially orth while in moving the older books and the lassics.

TRINITY COUNTY—The county librarian has ent the following message: "We are still pen and ready for business in Trinity ounty. The library budget was cut almost n half, with actual cash coming in in even ess amount. My half-time assistant is still ith me and we are doing the best we can o serve all."

TUOLUMNE COUNTY—The Tuolumne County ree Library recently received a welcome gift f books presented by James Grey of Groveand. Mr. Grey not only gave us many of his wn books, but persuaded his son to do likeise. The number of adult and juvenile books iven was 118.

VENTURA COUNTY—The depression stopped ur story hours at Ojai. The teachers there alked it over with the county librarian. Mrs. horne-Thomsen made excellent suggestions. hereupon the teachers decided to take over he story-telling under the direction of the ibrary. The results do them credit.

YOLO COUNTY—The schools of Yolo County ave been very fortunate this year. The reuction of the library funds was so small hat we have been able to "carry on."

The most popular demands other than the eneral routine of school service are for acivities. In the same mail we receive requests rom different schools for material on Eskinos, Egypt, and Colonial America. We are lways interested in helping, and later when e visit these schools we marvel that little hildren can reproduce so many interesting hings on these subjects.

California School Library Association, Northern Section

By MISS MARGUERITE E. GRAYSON

Librarian, Portola Junior High School Library, San Francisco

MEMBERS of the California School Library Association, Northern Section, held their first egional meeting of the year at the Santa Rosa Junior College on February 18.

The morning was spent in a very interesting open council meeting in which the various council committees reported their findings to date and told of their plans for urther work during the year. Guest speakers f the morning included Leo Baisden, director of elementary education of Sacramento; Mrs. Evelyn A. Clement, representing Mr. Vierling Kersey, State Director of Education; and Miss Edith M. Coulter of the fac-

On the night of June 1, a ray of light that left the star *Arcturus* forty years ago will open the Hall of Science in Chicago's Century of Progress Exposition. It's an extraordinary way to open a building, but this will be no ordinary world's fair.

You'll want to go. We'd like to help you plan the trip. From May 15 to October 15 we will offer special low short-limit roundtrips to Chicago—also all-expense and club tours, and the usual long-limit low summer rates to all eastern cities with stopover privileges in Chicago.

Mail the coupon for information about the Fair, rail and Pullman rates, hotel and other costs in Chicago.

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WJE-3

Southern Pacific

ulty of the University of California School of Librarianship.

Through arrangements made by the book committee, members and guests enjoyed one of the association's well-known "Book Luncheons" served by students of the college. Dean Floyd P. Bailey very graciously welcomed the group and invited them to enjoy the hospitality of Santa Rosa and the junior college. Following the luncheon, Miss Jewel Gardiner, vice president of the association and librarian of the Teachers' Professional Library of Sacramento, spoke most entertainingly on "High Lights of My South American Trip." Miss Gardiner returned only last December from a six months' tour of South American countries. After hearing her experiences, envious librarians all longed to go "rolling down to Rio" as she had done.

In the afternoon, round table conferences were conducted for the various groups of librarians present: elementary, junior high, senior high, and junior college.

Special guests of the association, other than the guest speakers, included Miss Sue Smith, librarian of the Berkeley Public Library, Miss Ada May Dougall, and members of the Santa Rosa Junior College faculty.

Kern County Librarian

JOHN D. HENDERSON, reference librarian of the Kern County Free Library since 1930, was appointed county librarian on February 6 to succeed Mrs. Julia G. Babcock, whose death on January 21 ended her service of sixteen years as librarian of Kern County Free Library.

Mr. Henderson is a graduate of the University of California, School of Librarianship. He is familiar with the policies of Mrs. Babcock and is widely known in Kern County through his services as reference librarian. After his appointment, Mr. Henderson is quoted in the Bakersfield *Californian* as saying, "We intend to follow the policies of Mrs. Babcock to the end that there may be a county-wide library service as efficient and economical as we can make it, with the ideal of making our work, as a staff, a tribute to the memory of Mrs. Babcock."

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The second half of the Spring Term starts Monday, March 13. New day-school classes will include Bookbinding and Life Modeling, but there are classes in drawing and painting which may be entered on or before March 13.

Please write us for further information, mentioning your special interest.

F. H. MEYER, Director
Broadway at College Avenue
OAKLAND, CALIFORNIA

BOOK REVIEWS

KÖNIGLICHE HOHEIT, by Thomas Mann, abridged and edited with an essay on Thomas Mann, a summary of the first half of the novel and explanatory notes by W. D. Zinnecker and G. C. L. Schuchard, New York University. Published by Prentice–Hall, Inc. Price $1.65.

This book is edited for classroom use. It is good material. The preface and introduction are very complete, and from the introduction the reader gets an interesting account of Thomas Mann, his life and philosophy. The book contains two hundred pages, with more than eighty pages of notes.

SUNLAND SONG, by Bailey Millard. 150 pages, 5½ x 7½ deckle edge paper, bound in green cloth. Price $1.50. Harr Wagner Publishing Company, San Francisco.

Bailey Millard, editorial writer on the Los Angeles *Times*, formerly editor of *Cosmopolitan* and Sunday editor of the San Francisco *Examiner*, is the author of a new book of poetry. There are many poems that appeal to us. "Joaquin Miller," "The Bierce Mystery," "The Old Yosemite Road," "The Desert Lover," "William Keith," and "Asleep in the Sage," are a few of the poet's outstanding titles. Many of those who would gladly welcome Mr. Millard into that higher kinship have passed on, but a few of us still remember his kindliness and appreciation as editor of the Sunday *Examiner* when he published "The Man With the Hoe" and poems by Joaquin Miller, Herbert Bashford, Ina Coolbrith, Madge Morris, and gave a literary character, creative in its nature, to the Sunday *Examiner*. Millard's name will always have a high place among the writers of California, and his published volumes of song are a part of the literary heritage of California.

INSECTS, one of the Western Nature Study Series. Produced by the San Jose State Teachers College, Suttonhouse Publishers. Printed by Williams Printing Company. 320 pages, 6 x 9, 139 illustrations, frontispiece in color. Price $3.

This attractive and valuable book of the Western Nature Study Series is for teachers, students, and all others interested in the vast world of the six-footed. The editor is Gayle Pickwell, and Carl D. Duncan, Karl S. Hazeltine, and Emily Smith are his associates. These authors and editors have succeeded in presenting a standardized volume on insects. It is complete and definite in its treatment, from the introduction to the final chapter. There seems to be a new enthusiasm for scientific nature study, not only in California but elsewhere. The natural science department of the San Jose State Teachers College has ready for publication a volume on "Spring Wild Flowers of the Open Field," and in preparation "Lizards, Snakes, and Turtles," "Redwoods and Their Associates," "Weather," "Frogs, Toads, and Salamanders," "Ferns and Horsetails," "Deserts of California," "Trees of California," "Chaparral."

The Harr Wagner Publishing Company has published supplemental readers on "Indians' Garden," "Padres' Garden," "Pioneers' Pathway," and "Trails Today," by C. A. Marcy and the Corwins. Courses of study in California are placing special emphasis on nature study from a West Coast approach. Ginn & Co., D. Appleton & Co., and other publishers have recently published new bool on nature study. There is certainly a wi demand for a study of new and modern bool of informational and factual value of o natural environment. The Williams Printi Company, in the illustrations, paper, a binding, have equaled the finest product any Eastern publishing or printing concer

It is to be taken for granted that copies "Insects" should be made accessible to eve teacher through the public, school, and pe sonal library.

BELLS: THEIR HISTORY AND ROMANCE, edit by Gouverneur Morrison, illustrated Charles Sindelar and George Keen. Pu lished by J. F. Rowny Press. 350 page 6½ x 9½. Price $3.50, for sale at boo stores.

Gouverneur Morrison has compiled a fa cinating book on the subject of bells. gives their history, literature, and illustr tions. The book is attractively bound in go cloth, stamped with unique design, jacket, a a frontispiece by Sindelar of a composite pi ture of the mission towers, with ox team foreground and a quotation from Thom Moore.

Those evening bells! Those evening bells!
How many a tale their music tells
Of youth and home and that sweet time
When last I heard their soothing chime.

Among the selections we find that ra poem "The Great Bell Roland," by Theodo Tilton, and a picture of the bell that w featured in Paul Revere's Ride, now in po session of Frank Miller of the Mission In Riverside. The end sheets are illustrated wi a fine grouping of the various missions California. There is a picture of the autho Gouverneur Morrison, in the front of t book. He has in preparation a two-volun publication of the history and romance the missions. His devotion to research wo has made it possible for him to produce t interesting book "Bells: Their History a Romance." This is a book that has splend values for the home, the library, both publ and private, and for schools everywhere.

ADVENTURES IN DICTIONARY LAND, by E. Lewis, Clifford Woody, Joseph Roeme and W. L. Matthews. Three-book serie each 20 cents. Published by the America Book Company.

The first in a series of three workbooks f elementary schools, beginning with the mi dle grades. This exercise material, whi was developed in the classroom, provid systematic training in the use of the dictio ary, ranging from the finding of a word the understanding of its various meanin This work makes the learning of new wor an interesting adventure.

FRENCH LIBERALISM AND EDUCATION IN TH EIGHTEENTH CENTURY. The writings of L Chalotais, Turgot, Diderot, and Condorc on national education. Translated a edited by F. De La Fontainerie, assista professor of romance languages, Unive sity of Pennsylvania. Published by the M Graw–Hill Book Company, Inc. Pri $2.25. 385 pages.

The aim of this collection of the educ tional writings of four prominent liberalis of the Eighteenth Century is to present the works in their own words, in so far as it possible to do this in another language. T essays have been reproduced in their entiret

WESTERN SCHOOL NEWS

CTOR ALEXANDER MEIKLEJOHN of the Uni-rsity of Chicago has been granted a leave absence. He will spend the time in the nshine of California.

HN M. BONNER, president of the Oakland amber of Commerce, has sent out greet-gs and a cordial invitation for the librarians attend the meeting of the California Li-ary Association April 9 to 12. Mr. Bonner aces special emphasis on the literary attrac-ns of Oakland, and mentions Ina Cool-ith, Joaquin Miller and The Hights, Bret arte, Markham, Herbert Bashford, and eorge Sterling as a few who have made akland a center of literary attractions. mong the speakers, he mentions Doctor Ei-ar Jacobsen, Assistant Superintendent of hools. The announcement is neatly printed d is worth while.

NEW EXPERIMENT in education of interest writers throughout the country, in the rm of a school of authorship and journal-m to be personally conducted by six of merica's outstanding writers, is announced the Williams Junior College in Berkeley, al. The school will open on August 15.

Those who will offer instruction in the in-nsive one-year training course for writers e Rupert Hughes, playwright, scenarist, litor, and president of the famous Hollywood Vriters Club; Edwin Markham, poet, ac-aimed the greatest living personality in merican letters; Robert Welles Ritchie, nov-ist and newspaper correspondent; Ruth omfort Mitchell, well-known California ovelist; Samuel G. Blythe, veteran news-aper and magazine editor and staff writer or the *Saturday Evening Post;* and John D. Barry, San Francisco columnist and lecturer.

In announcing the school, Louis L. DeJean, irector, and author of "Songs of the Air," tated that "these visiting writers have been elected for their personality and ability to timulate their students to aspiration and chievement, as well as for distinction in their articular field or fields."

LYDE R. MILLER, director of the Bureau of Educational Service, Teachers College, Co-umbia University, is sending out a broadside o leading newspapers and magazines on the Situation That Confronts." The appeal is irected to Roosevelt in strong language, and laces special emphasis on the danger to our chools in the changing processes that read-ustments will bring about. John A. Hockett nd C. E. Rugh are on the committee repre-enting California.

THE NATIONAL ASSOCIATION OF AUDUBON SO-IETIES announces that through the generosity f its friends it is again enabled to furnish olored bird pictures and leaflets to school eachers and pupils of the United States and Canada. Miss Helen S. Pratt, junior field gent for California, is supplying the mate-ial for the Pacific Coast states—California, Oregon, and Washington. All the teacher eeds to do is to explain this bird-study plan o the pupils, collect their ten-cent fees, and end them to Miss Helen S. Pratt, junior field gent, 2451 Ridge View, Eagle Rock, Cal., nd the material will be forwarded immedi-ately. If preferred, however, the circular of xplanation, "An Announcement to Teach-ers," together with sample leaflet, will be sent to any teacher making request. The Au-dubon bird pictures are 5½ x 8½ inches, all in natural colors.

CHARLES D. JONES of Hermosa Beach has written and sent out a very strong appeal and a warning to those who are "at the throats of your children now." He is a strong, vigorous writer, and uses English in a plain, effective fashion. He insists on action against the men at Sacramento who are in favor of changing the school system to the detriment of the children.

THE SEVENTY-FIRST ANNUAL MEETING of the National Education Association will be held in Chicago July 1 to 7, 1933. General headquarters at Stevens Hotel, Michigan Avenue, between Seventh and Eighth streets. Very low railroad rates may be expected. The International Exposition, the Century of Progress, will undoubtedly attract great crowds.

HELEN HEFFERNAN, chief of State Division of Elementary Education, held her annual Northern California Conference in San Francisco, March 11, 1933. Among the speakers were Will E. Wiley, Lodi; Robert D. Rhodes, Santa Clara; Charlotte Estes, San Francisco; Doris McIntyre, Oakland; Gladys Potter, state officer, and Elvina L. Berard, San Francisco.

MRS. MAY B. WILES, Galt, Cal., primary supervisor of Sacramento County, has submitted to us an excellent paper on Grand Island, edited by the children of Beaver Union School. It includes descriptions of "Beaver Lake," "Our School," "Our Island," etc. Mrs. Wiles also sent an article entitled "An Activity," from the Washington School, Sacramento County, Miss Mabel Walker, principal. The article is illustrated, and the activity is a circus in which 193 children took part. The "Circus" was a great success. We are sure that if you write to Mrs. May B. Wiles, Galt, Cal., she will send you full information of how to make a "circus" a successful educational feature of your school.

THE 1933 CONVENTION of secondary school principals will be held at San Jose April 10, 11 and 12. Honorable Vierling Kersey states that the convention will deal with three important conclusions.

1. New procedures in secondary education.
2. Economies in secondary education in terms of new procedures.
3. Public relations in secondary education.

There will be a legislative committee in continuous session. Its report will be presented together with the resolutions committee at the last meeting.

THE EXECUTIVE COMMITTEE of the California Library Association met in Oakland October 22. It selected Oakland for the 1933 convention and set April 9–12 as the tentative dates for the meeting.

THE CHILD STUDY ASSOCIATION OF AMERICA passed the following resolution unanimously at a meeting in New York, October 17:

"RESOLVED, That, believing in the important services rendered by libraries, particularly in forming good habits of reading in children and in offering opportunities for parent education, the Child Study Association of America hereby urges that the essential work of libraries be safeguarded in this period when both children and adults are turning to books as never before."

Franklin Hopper, chief of the circulation department of the New York Public Library, represented the American Library Association at the meeting and spoke on present library services.

SUPERINTENDENT SHOWALTER of the State of Washington reports that new school budget requires 50 per cent to be paid by state tax and 50 per cent by county tax. This is a step in the right direction, and it means that Washington will recover quickly from the educational depression of the past few years. It is to be hoped that the California Legislature will take note of the fact and not place the burden of the school tax on district and county units. The State of California, since the time of John Swett's famous campaign in 1863, has always favored a state tax for public education.

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Throughout the school year we issue periodically, for the benefit of English teachers, a publication entitled WORD STUDY in which are presented many interesting and helpful ideas relating to the teaching of the subject. It will help us to know whether you receive WORD STUDY; if you do, what your opinion of it is; and if you do not, whether you would like to receive it free of expense. We will appreciate a word from you. In writing please mention "Western Journal of Education."

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STATE'S OLDEST TEACHER

IN MRS. JESSIE STINER, ninety and a half years of age, teachers far and wide will find real inspiration. She was born in Maine, December 20, 1842, coming to California more than sixty years ago. She is the oldest living teacher in California holding a life certificate. She makes her home with a daughter, Miss Ina Stiner, a teacher in the Porterville Union High School. Despite her years, Mrs. Stiner remains both mentally and physically alert, and is keenly interested in the happenings of the day; in fact, to know her one might surmise that the fount of knowledge of which she drank in early years had proved the magical "spring of eternal youth."

Mrs. Stiner did her first teaching in 1865, earning funds to continue with her college work. She graduated in 1868 from Kent's Hill College, Maine. Teachers were not so plentiful those days as now, and Mrs. Stiner was never without a school when she wanted it. Many of the schools were of short terms, and a good teacher had the opportunity of teaching in several different schools during one year if she could stand up to it physically. Mrs. Stiner recalls teaching continuously once for thirty-three months.

In 1870 she came to California, at the insistence of relatives living in Plumas County, in Northern California, who had written her that a teacher was needed at the little town of La Porte. Placer mining was in full swing in that district then, and some of the miners had large families. Mrs. Stiner at one time had as many as seventy-two pupils, in all grades. Now a teacher considers herself very much overworked if she has more than thirty. Teaching for Mrs. Stiner being much the lovely thing that tending a flower garden is for others, she was always equal to the task, and each "bud of childhood" received its needful care.

The schoolma'am, then as now in the smaller communities, was popular in the social life of the settlement, and so in 1874 romance came riding into the life of Jessie Helen Wing in the person of J. W. Stiner, a prosperous dairyman. Mrs. Stiner went right ahead teaching, for with her it was a case of "once a teacher, always a teacher." For about twenty-three years she kept at teaching, and also became the mother of five children, four of whom are living, one living to attain manhood only. Even though the family moved to another district in Northern California, Mrs. Stiner was always able to secure a school when family duties permitted. Often she would have to ride several miles to and from school, carrying perched up behind her on her horse her youngest child. Such was the ambition, energy, and fortitude of Mrs. Stiner—characteristics that have brought her to the age of a nonagenarian with unimpaired major faculties, still loving folks, big and little, and beloved by many who rise up to "call her blessed" because of the indelible imprint of her wonderful character upon them.

At the high school and junior college commencement exercises of her home town in June there is no more interested a person in all the proceedings than Mrs. Stiner. She loves to be where "things are doing." Community affairs are frequently honored by her presence, and not infrequently she is called upon for an impromptu speech, or again she will recite a poem from memory. An incident typical of her life is revealed in the fact that she arose long before dawn last Easter morning and drove with her daughter to a hilltop in the outskirts of the city to attend the sunrise service, being the oldest person there.

Asked for her recipe for longevity, Mrs. Stiner advised good cheer for the mind and good care for the body. Despite her very active life, Mrs. Stiner never abused her body—a fact that probably accounts for her present good health and the quick healing of a broken hip a few years ago. She trips as lightly up and down stairs today as a sixteen-year-old girl.

Summing up the qualities that make a successful teacher, Mrs. Stiner emphasized the importance of discipline, insistence on the pupil learning the fundamental rules of our textbooks, a goodly portion of common sense, sympathy, and an understanding heart. Stability of character is highly requisite in teachers, our complex life of today demanding such, she believes, since the young learn both by precept and example. Mrs. Stiner is a member of the Methodist Church and seldom misses a Sunday morning service. She has long been an ardent worker in the cause of the Women's Christian Temperance Union and a supporter of the Young Women's Christian Association.

Besides her daughter with whom she makes her home, she has three sons, Doctor J. O. Stiner, A. W. Stiner, and J. W. Stiner, all of whom live in other parts of the State of California. Numbered among some of her pupils of the past are men and women who have gone out into the world to fill high places in business and professional circles, many of whom lovingly remember her with messages of congratulation on each birthday.

BOOKS FOR BOYS AND GIRLS

Reviewed by WILHELMINA HARPER

THE PACK TRAIN AND STEAMBOAT, by Margaret L. Thomas. Bobbs-Merrill. Price $2. Capac, a brave Indian lad of South America, is the hero of this absorbing tale of the "pack train" and the steamboat which was sailed on a high mountain lake of Peru. Grades six to eight and high school.

HOW TO SEE PLANTS, by Eric Fitch Daglish. Morrow. Price $1.50. This distinguished author-artist gives brief and clear information about the life habits of plants, their leaves, flowers, etc. A most interesting book with striking woodcut illustrations. Grades six to eight.

THE BOY SCOUT'S YEARBOOK, edited by Franklin K. Mathiews. Appleton. Price $2.50. Lively adventure stories for boys selected by the chief Scout librarian. An annual anthology. Grades six to eight.

THE WAY TO GLORY, by Marian Hurd McNeely. Longmans. Price $2. Fascinating stories picturing the joys and tragedies in boy and girl life of the smaller towns, and the last work of a very gifted author whose first book, "The Jumping-Off Place," was heartily acclaimed for its excellence. Grades six to eight.

CHARLEMAGNE AND HIS KNIGHTS, by Katharine Pyle. Lippincott. Price $2.50. Ably told tales of the court of Charlemagne and his famous knights, including Roland Oliver, Ogier the Dane, and many other Grades seven and eight and high school.

JUMA OF THE HILLS, by Erick Berry. Harcourt. Price $2. Vivid picture of Africa life with the girl Juma as central figure Grades seven, eight and high school.

DRAMATIC SCENES FROM AMERICAN HISTORY for reading and production in junior and senior high schools, by Clara M. Love teacher of English and social studies, Westlake Junior High School, Oakland, Ca 245 pages, 5 x 7½. Ginn & Co., publishers Price $1.00.

Miss Love has made an essential contribution to the teaching of American history in this volume. The book is divided into four sections—the introduction, men who molded events, men and events of importance, and economic and ethical. The three major sections are divided into various units, each one suitable for dramatic presentation. There are fourteen characters in the scene of the "Life of Washington" and twenty in the scene of "The Bear Flag Republic." There are many very interesting plays that cannot be secured in any other publication. For instance, "The Household Revolution" and "Opportunity for Girls." A genuine social study dramatic activity. Miss Love deserves great credit for making such an excellent contribution to the library of dramatic literature. The plays will be in great demand.

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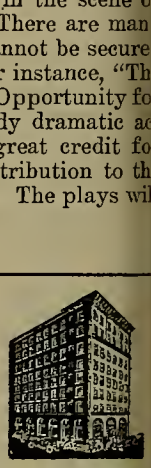

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Study questions together with suggested projects and activities.

Vocabulary checked with Thorndike's Word List of 20,000 most commonly used words. Grade placement further checked by the "Vocabulary Grade Placement Formula" devised by Alfred S. Lewerenz of the Los Angeles City School District, Psychology and Educational Research Division.

Each book is illustrated with 100 excellent photographs and drawings.

Nature Science and Reading tied into the social science program.

Grade IV (Published)

THE PADRES' GARDEN

By C. A. MARCY

The fourth book continues the thought with telling the story of what the padres found in nature and what forms of plant life they brought to the Western shore. List price $1.00, net 80 cents.

Grade V (Published)

THE PIONEERS' PATHWAY

By MAE JOHNSON CORWIN
Science Department, Phineas Banning Jr.–Sr. High School
Los Angeles

The fifth book gives a description of the trees and flowers which are found along Western pathways. List price $1.00, net 80 cents.

Grade VI (Published)

TRAILS TODAY

By WALLING CORWIN
Science Department, San Diego High School
San Diego

The sixth book emphasizes the animals of land and sea on the Western coast. List price $1.00, net 80 cents.

For the Intermediate Grades (In Preparation)

GLIMPSES OF WESTERN BIRDS

By CARROLL DE WILTON SCOTT
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The story of an Audubon Club and of the birds discovered.

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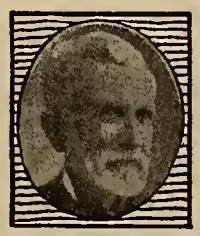
APRIL, 1933

THE WESTERN JOURNAL of EDUCATION



News and Comments -- By Harr Wagner

The Letter and the Spirit.—Doctor Monroe E. Deutsch, vice president and dean of the University of California, delivered a marvelous speech on "The Letter and the Spirit" on Wednesday, April 12, before the librarians' convention in Oakland. He placed special emphasis upon how books had influenced civilization and how truth was the same in all ages, whether expressed by Marcus Aurelius or Emerson. His tribute to George Hamlin Fitch, formerly literary editor of the *Chronicle* and author of "Comfort in Old Books," was greatly appreciated for the letter and spirit of the presentation.

The Office of Education, Washington, D. C.—The Bureau of Education, in a circular entitled "How Schools in 1095 Cities Have Cut Their Cloth," leaves nothing to the imagination. The economic crisis has not passed; it is here. Read these startling figures:

Teacher salary budgets lowered in some cities to as much as 40 per cent of last year's budgets.

Increased number of pupils per teacher in elementary schools, junior high schools, and senior high schools. (In more than 50 per cent of cities reporting.)

Decreased number of teachers, 2.4 per cent, although enrollment increased 1.3 per cent.

Planned for a shorter term, 91 cities.

Decreased textbook purchases, 16.8 per cent. (Approximate decrease, $5,487,177.)

Bought 12.6 per cent fewer elementary school books.

Bought 31.2 per cent fewer junior high school books.

Bought 20.7 per cent fewer senior high school books.

Decreased capital outlay in two years, 57.6 per cent.

One hundred and seven thousand pupils attending school "part time" because of inadequate school building facilities.

Fifty-nine thousand pupils are housed in portable or temporary buildings because of lack of classroom space in regular school buildings.

Naturally, since the school exists for imparting knowledge to the pupils, the curriculum is generally the last thing to be touched by the nation's school economy program. However, more than half of the cities reporting to the Federal Office of Education had eliminated or curtailed some school activities or services.

1933 Conference.—The 1933 conference of secondary school principals of the State of California was held at San Jose on April 10 to 12, and was noted for clever speeches. Mrs. William J. Hayes, president of the California Congress of Parent–Teachers' Associations, was humorous in her speech, which was well balanced and crowded with common sense. Honorable Vierling Kersey awakened a sympathetic interest in the teaching profession when he stated that there are some who will not receive a cent of salary, and there are more than one thousand in California who will not receive more than five and one-half months' pay. There are more than two thousand children who are being fed by teacher contributions. C. L. Geer of Coalinga was especially witty and happy in expressing his good opinion of Parent–Teacher associations.

The general program was adjusted to the central theme, "A New Secondary School for a New Social Order." There will be conferences at Redding, May 5 and 6; at Willits, May 5 and 6, and at Redlands, May 12 and 13.

Librarians' Convention.—The California Library Association met at the Hotel Oakland, April 9 to 12. J. B. Kaiser presided. Doctor Einar W. Jacobsen, Assistant Superintendent of Schools of Oakland, and a member of the Core Curriculum of the state; Professor Graham K. Stuart, Professor Leon J. Richardson, Chester Rowell, and Doctor Monroe E. Deutsch were among the principal speakers. Jasmine Britton, the efficient school librarian of the city of Los Angeles, was elected president, and the popular Bessie B. Silverthorn of the McHenry Library, Modesto, and the Stanislaus County Free Library, was elected vice president.

The Summer Sessions.—The state teachers' colleges will, as usual, hold summer sessions. Doctor Roberts of the San Francisco State Teachers' College, along with President Hamilton, State Teachers' College, Chico, will act as director of a travel college to New York and return via the Panama Canal.

The universities in Berkeley and Southern California will hold their usual summer sessions. The California School of Arts and Crafts will hold its twenty-seventh annual summer session, under the direction of F. H. Meyer, in Oakland, from June 26 to August 4. Miss Swope will hold her summer session for elementary teachers at Santa Cruz from June 26 to July 24, and at Long Beach from July 24 to August 11. Among the noted instructors will be Doctor Madilene Veverka, Mrs. Lorraine Miller Sherer, Ethel S. Ward, and Roland Welch.

The California School of Fine Arts, located in San Francisco, at Chestnut and Jones streets, will hold a summer session from June 26 to August 4. Lee Randolph, the director, has arranged excellent courses. The psychology of the present economic crisis is that more people will turn to art and other cultural courses than in previous years.

Suggestions for Last Day of School Program, by Alice Hand

Over 37,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. What is California Teachers Association?
   It is the one state professional organization in which teachers of all types are affiliated.
2. What are its aims?
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. What is its organization?
   C. T. A. is a representative service corporation which encourages educational advancement.
4. How much are the dues?
   Dues are only $3.00 per calendar year, January to December.
5. How are the funds used?
   The funds are used for carrying on Association activities, shown on the above graph, and for annual conventions.
6. What are the benefits?
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. What has C. T. A. accomplished?
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. What may be expected for the future?
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. How many members has C. T. A.?
   Membership September 12, 1932, was 37,145.
10. Why should I join?
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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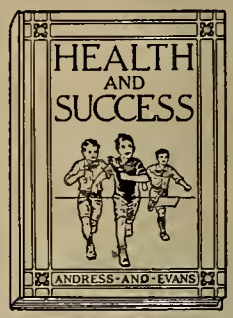

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THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XXXIX, NO. 4 SAN FRANCISCO, APRIL, 1933 PRICE 15 CENTS

SUGGESTIONS FOR LAST-DAY-OF-SCHOOL PROGRAMS

BY ALICE HAND

IT IS not difficult for me to believe that in a little time our race will enter upon a life that will be broad and gracious and lovely and beautifully eventful beyond anything we can now dream of or desire. —*H. G. Wells.*

And anyone who studies thoughtfully the grammar school curriculum of today will realize that every effort has been made to vitalize for young people all phases of education that can make life more gracious and beautiful and eventful for them, as well as more productive of concrete, practical results.

That is why the old idea of very special last-day programs, "special" pieces selected and recited, "special" songs learned and presented, passing, in favor of a program that aims to bring parents and community members in touch with the objectives and ideals of this splendidly balanced grammar-school curriculum; that asks them to take part in an enlightening review of work actually accomplished by their young people preparatory to the high-school phase of their education.

The ideal rural school closing, as well as that of the city elementary grades, might well take the form of an impromptu reception tendered by the teacher and her students, acting as hosts, to visiting parents—an occasion wherein an attempt is made to put them in touch with the practical results of a year of growth and progress for their children.

An art-work exhibit, sewing and manual-training projects, maps, booklets, flower collections, and the like, marshaled into tastefully arranged groups, with each group in charge of an individual pupil, would form an excellent background for a program featuring such numbers as the following:

1. Calisthenics drills and exercises used throughout the year; a display of first-aid adroitness—even a well-executed fire drill.
2. Songs that have been part of the music hour during the school terms; a toy rhythm orchestra, etc.
3. A brief spelling match, or a mental arithmetic tryout.
4. The original dramatization of some phase of the history, geography, or social science work that has proved especially absorbing to the class; a playlet featuring local historical background, or some local economic problem; or a formal pageant making use of personified school ideas, etc. There is, however, a tendency being shown in favor of more informal and picturesque handling of school material as exemplified by the "Comrades of the Purple Sage." [Teachers are referred to the playlet, "How the Present Came Out of the Past," to be found in the May, 1932, issue of THE WESTERN JOURNAL OF EDUCATION.]

If presentation of eighth-grade diplomas is to be part of the "last-day" program, as in the case of many rural schools, let the graduating class be in charge of the whole occasion, which should emphasize a desire to furnish inspiration and new ideas to students, parents, teachers, committee members, and school alumni, as well as to the graduates themselves.

1. In the reception suggested above, the graduates could take charge of and demonstrate school exhibits and entertainments.
2. Individual members of the class could be called upon by their class president to give short informal talks, concrete and practical, dealing perhaps with some school problem, some local economic situation, or to summarize the school work accomplished along a line particularly interesting to their own community, as experiments in soil enrichment, studies in dairy products, etc.
3. An original playlet presented by the graduation class with the theme of "looking backward" is always entertaining to both children and parents. Past incidents involving good sportsmanship, teamwork, friendship, persistence, the overcoming of a handicap are good here.
4. An original class song from the graduates, set to some simple tune such as "Jingle Bells," and a farewell song from the rest of the school, addressed to them, is in order. [See examples below.]
5. The presentation to the school of some work of their hands, if only dusters, made by the girls, or a bench or picture frame constructed by the boys, makes a nice little ceremony of farewell.
6. The speech accompanying presentation of diplomas might accent a plea for more mature participation in the enterprises of community life, a movement toward greater thrift and resourcefulness, and the constant encouragement in the younger members of each family of loyalty to their school, respect for public property, etc. [It is urged that any speaker chosen should be from the ranks of the trained educators.]
7. Class pledges accenting honesty, tolerance, patriotism, international good will, etc., have superseded the abstract and rather flowery class mottoes of the past.
8. If "last-day" exercises take place in the afternoon, an informal field day, or a basketball game, or baseball, furnishes entertainment for all. The affair can be ended by the serving of coffee and cookies to guests, the children acting as hosts and hostesses, and showing a real sense of social responsibility for the success of the whole entertainment.
9. For the use of teachers who desire more ambitious commencement-day material, or numbers ready for immediate presentation, a bibliography of suitable literature, containing verse, songs, prose selections, playlets, and exercises is included here. The majority of them have been furnished through the courtesy of the State Librarian at Sacramento.

Teachers are reminded that their county librarians are always willing to supply them with special-day program material, if notified in season. All books included in the list on page 7 may be secured from your county library or direct from the Harr Wagner Publishing Company, which will forward them to you promptly should you wish to purchase them personally or for your school library.

COMRADES OF THE PURPLE SAGE

BY ALICE HAND

SCENE: Either out of doors or indoors, as desired.

CHARACTERS: Members of the Purple Sage Improvement Club; boys in simplified cowboy regalia; girls dressed as Indian maidens. Big Chief Philip is leader of the cowboys; Great Sachem Molly is leader of the Indian maidens. There are ten other comrades—five girls, Indian maidens, who give the membership pledge in behalf of English, history, art, music, and school activities; five boys, cowboys, who promise for arithmetic, geography, nature study, manual training, and physical education.

A home ranch and Indian trail setting was chosen by the little school that first presented this last-day-of-school play, but modifications in character impersonations and changes in introductory material should not prove difficult to the teacher who perhaps desires more formality.

This playlet is by way of a framework only. Mention, summary, demonstration, or incorporation into the text of local school projects of the year just past could be readily accomplished.

[*Empty stage. Beating of a tom-tom heard in the distanee. Philip and Molly enter from opposite sides. Philip whistles on his fingers and the ten comrades come running in. Alternating boy and girl, they circle around the two leaders for an Indian war dance. The girls intone "Ho, ho, ho," monotonously, while the boys shout "Whoop, yip-eee, ki-yi, etc. They crouch, circle, reverse; girls form an inner circle, boys an outside circle, etc. At the end they all stop and salute the two chiefs.*]

CHORUS: Hail, Big Round-up Chiefs, the Comrades of the Purple Sage are here. What is your will?

PHILIP: You know well, O Comrades! At this, our last round-up, there are questions to answer. Indian maids, all year in your home villages, have you ridden herd on the little ones, gently and well? Have you striven to learn much from your school chiefs? Have you made big medicine against incorrect English and unkind thoughts? Have you tried to keep the school ranch house neat and homelike?

GIRLS: We have tried our best, Great Chief!

MOLLY: Cowboys, have you broken the branches of laziness and tardiness? Have you lassoed all stray rubbish you have run across? Have you spurred up arithmetic, geography, and spelling to at least 90 per cent for your grade? Have you thrown and tied the wild steers of curse words and fighting?

BOYS [*very virtuously*]: We surely have, Great Sachem!

GIRLS [*in staccato exclamations, a phrase to each girl*]: Listen to them! Which one of them made ninety in arithmetic? Johnny can't spell "receive"! I heard Tom say "heck" just yesterday! Shame on you for fibbing!

PHILIP: Be silent, Indian maids! The comrades mean well. They *think* they have done all things perfectly, and don't our teachers tell us that you always have to allow something for good intentions?

MOLLY: Now, comrades, this is to be the last round-up of the Purple Sage Improvement Club before vacation, so no scrapping, if you please, but let's get down to business right away. We'd better start off with a debate before we make our pledges.

PHILIP: Agreed, Great Sachem! Let's debate about girls, and let only the boys do the debating. Like this: "Resolved, That boys could get along splendidly if there weren't any girls!" All you fellows that want to debate affirmative, go over there; and all of you that want to be on the "no" side, stay here! [*Boys all rush across the room.*] Here, here, that won't do! You can't have a debate with all of you on one side!

FIRST BOY: Well, let Johnny go on the negative. He hasn't any sisters, so he really doesn't know how bothersome girls can be. And ———— only has one. Let him go with Johnny.

SECOND BOY: No, sir! One is just as bad as nine. Always fussing about curls and ruffles, and telling if you don't wash behind your ears, or if you wipe on the towel before you wash, and short-changing your sandwiches when they put up your lunch, and whispering around with other girls, and sniffing to see if you've been chewing blackjack gum, and bossing, bossing, bossing——

PHILIP: Here, stop it! You're saying the whole debate beforehand, and that's not fair!

GIRLS [*indignantly*]: We'll never make candy for you again! Or tie up your fingers when you cut them! Or make up new games! Or find your books for you!

MOLLY: I'm Great Sachem of this round-up, and I say we won't *have* this debate. It would be a silly world without boys in it, and just as silly a world without girls in it. Comrades are comrades any way you put it! Let's sing our *round-up song* and get down to the promises for this summer. [*They sing it to the air of "Coming Through the Rye," with appropriate pantomime.*]

When a comrade meets a comrade
Riding on his way,
Then a comrade helps a comrade
Gather in a stray!

(Chorus) Every rider tries to conquer
Fauls that harm his school,
Every maiden wants improvement—
That's the comrades' rule!

If a comrade seeking knowledge,
Comes upon a prize,
Then a comrade shares with comrade,
Till they all are wise!

To gather treasure is our pleasure—
Treasures of the mind;
And every year we round up here
The riches that we find.

PHILIP: Pretty good singing, comrades. Now, sit down and make yourselves comfortable and we'll get right down to business. As you all know, every comrade who belongs to the Purple Sage Improvement Club has put his brand, or her swastika sign, on some particular school study. After that, it's his or her business to round up, or track down, every reason why that study is part of our program here at school. Then he pledges himself to work for it during the summer vacation.

MOLLY: Yes, and besides that, he must tell why it is especially valuable to his home and his town.

PHILIPS That's the idea. Mothers and fathers give up ever and ever so many things they want for themselves so that their boys and girls can go to school. They'd like to know how each one of the school subjects is helping their own home, as well as the minds of their children.

BOY: Of course, and unmarried folk ought to find out that a school isn't just a big hungry wolf gobbling up taxes, but is really helping the town they live in to be a bigger and better town for them.

MOLLY: The Corral Chief himself couldn't have said it better! Comrade ———— [*all blanks to be filled with local names*], let's hear what you'd have to say for that wild broncho arithmetic that has been bucking and "sunfishing" under you all year. If Mr. ———— should suddenly ask you why he's had to pay taxes to have you break it to saddle, what would you say?

SPEAKER FOR ARITHMETIC: This is the way I see it, Great Chief: You know the mind is a muscle just like your biceps, and the more hard, regular exercise you give it to do when it's young, the better it will work for you when you grow up. Now, everyone knows that you can't do any guessing in arithmetic; you have to get the habit of being dead right. You have to learn to be careful, and you have to decide between right ways of working and wrong ways of going at things. If you get 100 per cent in arithmetic, you've earned it with no bluffing. I'd rather get a high mark breaking my arithmetic problems so that I can ride them than for any other subject.

PHILIP: Bravo! But what does arithmetic do for your mothers and fathers?

SPEAKER FOR ARITHMETIC: Plenty, Great Chief. I can market for my mother, measure off her spring flower beds, and help her calculate how much wall paper she needs for the dining-room she's going to do over. For my pledge to the comrades, all this summer I'm going to help father in his store, bookkeeping, weighing things, and helping him calculate interest on notes and insurance. But I guess I'll wait quite a while before I do our income-tax calculation!

MOLLY: Arithmetic idea into the home corral! It is branded and found worthy. Indian Maid ————, you have tracked history long and faithfully this year. What thought about it can you bring into the year-end round-up of the Comrades of the Purple Sage?

SPEAKER FOR HISTORY: Great Sachem, my Uncle Jack says that if more people had studied their history carefully and with their whole mind on it while they were in grammar school, this country would never have had to take part in a great World War, or never would have had any big depression to wrestle with. He says history repeats itself from the time of Adam down to now. If you can learn in the grammar grades how to see places where our nation and other nations

made bad mistakes, and can appreciate the wise and fine thing they did for the progress of the human race, maybe when you're old enough to vote, you can pick a senator who knows how to make good laws and help the United States and her neighbors to live in peace and prosperity. That's the way to get world-minded, even if you live in a little town up in the mountains. It's a privilege to study the great acts of men like Lincoln and Washington. Sometimes our mothers and fathers forget about some of the fine things they learned in history about Benjamin Franklin's good hard common sense, Andrew Jackson's democratic ideas, and Woodrow Wilson's hopes for world peace, so I am going to pledge myself to herd my history ideas right in among the family. I'll promise to remind them all, every so often, grandpa and grandma and mother and father and my big brother, about the things our great heroes did, and the good plans for government and civilization that they had.

Philip: Comrade ————, you have brought an excellent thought to our round-up. Into the corral with it. Don't ever let history give you the slip, comrades.

Molly: Geography has always been easier to ride herd on than some others. Comrade ————, what have you to pledge to the Purple Sage Round-Up in connection with geography?

Speaker for geography: You're right about geography, Great Sachem. It *is* so exciting sometimes that it's hard not to spend more time on rounding up its facts than it's entitled to. I used to think geography was just studying about mountains and rivers and continents and oceans, but now I know that it's all about people just like history. You study how mountain ranges and big rivers and prairies and coal mines and forests and clay banks shape the lives of people who live near them. Why, everything we wear, or eat, or use, or sell to other nations has to do with geography. It's all about nations and how they trade and bargain with other nations. Geography would make a grand movie. Oil and wheat and lumber and iron and rice and oranges and silk and wool moving here and there all over the world, and ideas moving in and out along with them. I like ever so much studying about water, and how it affects a country, and that's what I'm going to pledge the club to do for my summer's work. I'm going to study about how the water supply here in California affects the lives of us Californians every minute of the time. I'm going to get a big map of California, and one of the world, too, and I'm going to run to them and find for the family the location of every place they talk about that's interesting.

Philip: That big-map idea, with Comrade ———— to make it perform for his family and all their friends, ought to be lassoed and branded for our corral right away. Always study the geography influences of your own home town, and some day when you are town council members, those geography ideas you herded for years back in grammar school might help all of you.

Molly: I truly think that we Indian maidens realize the importance of English better perhaps than you boys. To notice whether a person speaks and writes our mother tongue clearly and correctly is sometimes the only way we have of finding out on short acquaintance if he is well educated and eager to make something of himself, or if he is rough and careless and slipshod. Don't you think so, Indian Maid ————?

Speaker for English and reading: I do, Great Sachem! Mother says speaking good English is just like wearing clean collars, and polishing your shoes, and trying to be kind and helpful to everyone around you. It helps people to know what kind of things you are used to and what kind of a family you live with, and whether or not you care for the fine things in this world. My mother says her brother was chosen once for a certain job from among six other boys who were just as smart as he was, because he spoke English correctly and well. Grammar is almost as much of a "bucking broncho" as arithmetic. It's interesting to conquer all the rules and make them work for you. Compositions, especially letters, are very valuable, too. The habit of writing good compositions is like the work of a stern policeman. It makes you obey traffic laws for your thoughts. And, of course, English helps you to learn to love good books—prose or poetry. Since I have been studying English, I always want to read stories that are written well and that tell about interesting, fine people who have had a chance to do some of the things I'd like to do. I'm going to promise this vacation to read aloud to my mother when she's sewing. I'm going to choose good books at the library for all of us, and I shall correct my little brothers, and sisters very, very gently, when they say wrong things.

Philip: Yes, and writing letters for old people, or sick people, or foreign people who don't know English very well, would be a fine piece of work for Purple Sage Club members. Let the promise for English into the home corral, comrades, and be very gentle with it!

Molly: English and history and geography and arithmetic are very important to our minds. Suppose we hear now from something that helps to educate our bodies. Comrade ————, you are famous for being able to run farther and jump higher than almost any of the other comrades. Suppose you tell us how to do without doctors, and what thought for physical education you are going to rope for the summer?

Speaker for physical education: Very good, Great Sachem! And how about putting a little action into this meeting? Comrades, attention! Up with you! Number off—1, 2, 3—1, 2, 3, etc. Open ranks, step, 1, 2, 3! Posture—correct! [*Speaker for physical education puts the comrades through setting-up exercises as simple or as elaborate as the teacher desires them to be.*] That will do. Seat yourselves. *Now* look at them, Great Chief. How rosy their cheeks are, and how bright their eyes! You know we've been doing exercises like that ever since we were in the first grade. Learning how to stand right, breathe right, eat right, sleep right. Learning how important plenty of baths can be, and how carefully and respectfully we ought to treat our feet, our eyes, and our lungs! Haven't games and folk dancing and track meets been great? We know what it means to be good sports, too, acting fair and square, playing the game right, as well as making our bodies straight and strong. I'm going to show all the folk at home this summer how they can make wood-chopping, garden-hoeing, sweeping, and bed-making part of a physical training course that will make deep chests and straight backs and good muscles for them without half trying. It'll be fun, too! Comrades, make plenty of room for my promise and me! Whoopee! here we come! [*Dashes into midst of the group.*]

Molly: Plenty of vigor and vim there, comrades! The big out of doors and coursing over the Purple Sage mean something to him, don't they? After a whirlwind like that, a few words from Indian Maid ————, who wants to bring art into the round-up ranks, would calm us down nicely.

Speaker for art: Before I went to school I used to think art was just drawing pictures with paints and crayons. I thought that would be quite easy; but now I know that art means ever so much more! Learning to make beautiful things, drawings, and lovely articles to decorate your home is part of art work; but art means also that every one of us has come to love and understand and appreciate graceful lines, delicately blended colors, and lovely messages sent to us from fine paintings and noble statues and splendid buildings. We should love them so much that we must finally come to hate looking at ugly and awkward things that really don't have to be ugly at all. This summer I'm going to find all the beautiful things I can about my home, and my town, and the country around it, and show them to everyone I know. I am going to try to make ugly things beautiful, too, for beauty is just as valuable to every one of us as usefulness. It makes life finer and richer and happier.

Philip: That is splendid. All of the comrades should pledge their eyes and their hands to the art of seeing beauty and making beauty. It needn't cost anything, either. All through our grammar school life, art has been a great friend to us. Put out your hands to Comrade ———— and her art thought, and admit it to the Purple Sage gathering.

MOLLY: Music should follow right along after art. Indian Maid ————, bring us your thought for music.

SPEAKER FOR MUSIC: Let music speak for herself, Great Sachem. Comrades, come! Quickly! On your feet! Sing with me! Put your heart and soul into it! We are going to sing ———— ———— ———— ————. [*She names a favorite school or glee club song. The comrades sing one or more songs, after which they seat themselves, and the speaker for music continues.*] Always in our school time we hear good music and love it—gay music, sweet music, sad music—and it always stirs gay or sad or noble feelings in us. Harmony is a beautiful word, and if we have plenty of fine, sweet harmonies in our ears it will help us to live fine, well-tuned lives. I think listening to blary jazz is just a bad habit. I am going to promise to hear plenty of good music this summer, and sing with my friends often, and practice hard on my violin, and watch the radio announcements for good music programs, so that all the family can know of them and enjoy them with me.

PHILIP: Your pledge for music is music in our ears. We accept it happily. Comrade ————, what are you pledging for nature study during the long vacation months?

SPEAKER FOR NATURE STUDY: Great Chief, ever since I have been coming to school I've liked everything we've studied about birds and trees and plant life and flowers. It's made everything out of doors ten times more interesting to me. You can never lie around complaining of nothing to do when you've been taught how to notice and care for animals, how to study the habits of birds and insects and flowers, how to watch for weather changes, or how to make poor soil rich enough to grow things in it. That's what I am going to do this summer. Help make things grow. I'll find out what kind of soil we have around here, and study how to make it richer, and how to grow things to eat, so that my mother will think I'm Luther Burbank himself.

MOLLY: Pledge accepted! Comrade ———— is going to hold a rodeo all over his back yard, and we hope he'll get all the prizes for his berries and melons and vegetables. He'll be a credit to his school, I'm certain! And now that we're back to the business of doing things with our hands, let Comrade ———— pledge for manual training!

SPEAKER FOR MANUAL TRAINING: That's easy, Great Sachem. I'm going to make things with carpenter tools all summer. I'll make them just as carefully as I've been taught to do here in school—a carpenter bench, a footstool, some window boxes, and maybe a hope chest for my sister. I'm going to repair things around the place before they get too run down. It's fine to think your school teaches you to do things with your hands—things that are practical like that.

PHILIP: Yes, that's what it does. It teaches you to think things out and train your brain muscle, to look for beautiful and interesting things with your eyes, and to do useful and skillful things with your hands. And that brings us to the Indian maid who is to pledge for our favorite outside-of-school activities. Last but not least, speak, Indian Maid ————!

SPEAKER FOR SCHOOL ACTIVITIES: Drama is my favorite of all these. I think I'll start a players' club in my neighborhood and carry it on just as we do dramatics here at school. My Aunt Helen says it is ever so helpful to growing girls and boys to learn to forget themselves in characters not their own, and to try to speak and move gracefully and easily before an audience, and it's such fun, too! Then I'll try to see that our Junior Red Cross meets regularly during the summer, and I'll try to think up some good items for the school paper. And maybe I can entertain the girls' and boys' glee clubs at my house, too.

MOLLY: Comrades and Indian maidens, you have done well. Boys have equaled girls, and proved themselves necessary to each other. Your school, this Great Chief here, and I, your Sachem, are proud of you all. High school days will be good, and some of us may even learn fine things in college, but our grammar-school days, will lay foundations for all of the things that come into our lives when we grow up.

PHILIP: Comrades of the Purple Sage, these have been good years here in our school, and we carry from it into our vacations each summer good plans, good intentions. Ride hard after them, rope them securely into your life to come, so that our teachers and our parents and our townsmen can be proud that they gave us our schooling here. We thank them all now. Come, comrades, our song of good intentions again and then hail and goodby.

(They gather about the two chiefs and sing the Riders' Song again. Curtain.)

WE GRADUATE

[Tune: "Funiculi, Funicula"]

TO BE sung by eighth grade after presentation of diplomas:

Dear friends, our time with you is almost ended—
We graduate, we graduate!
And now, regret and joy for us is blended—
A happy date, a pensive date!
No more we'll romp to school in any weather,
And think it fun, and think it fun;
No more we'll play and work and learn together,
Our part is done, our part is done!

CHORUS

School days, school days, fleeting fast away!
School days, school days, time of work and play—
Tra, la, la, la, tra, la, la, la, tra, la, la, la, tra, la, la, la—
Fleeting fast away, goodby, goodby, goodby, goodby,
goodby!

In high school with our mates you'll see us vieing
To make you proud, to make you proud;
To do the best we can by earnest trying,
We all have vowed, we all have vowed!

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For now a wider world to us is calling—
We must away, we must away;
It stirs us like a bugle note enthralling—
We cannot stay, we cannot stay!

And so, dear mates, and teacher, too, we're leaving—
We hate to go, we hate to go;
Today, for happy hours with you we're grieving—
And this you know, and this you know;
But we'll remember all our childhood pleasures—
The years will tell, the years will tell;
The truths we learned, the friends we made are treasures—
We'll hoard them well, we'll hoard them well!

FAREWELL SONG

[School to Graduating Class. Tune: "Merrily We Roll Along."]

Farewell, comrades; farewell, comrades; good speed, comrades,
From teacher and from chum!
Heartily we wish you luck, wish you luck, wish you luck;
Heartily we wish you luck, in high school life to come!

LITTLE SCHOOLHOUSE, GOODBY

Swept by the rushing wind,
Steeped in the noonday sun,
Blest by the patient hills—
Here stands the littlest one!

Good little schoolhouse roof,
Bravely you brooded us all,
Over our work and play,
Letting your shadow fall.

Salute we offer you now;
May your starry flag, unfurled,
Ripple in memory's breeze,
Dear little schoolhouse world!

MAY DAY FOR PETER AND BETTY

By ALICE HAND

Betty:
My grandma, Peter, says she's always known
Each blossom has a language of its own!
So when you fill a basket for the May,
Be careful what the flowers in it say!

Peter:
I know! I read about it just last week.
If crocus and the hyacinth could speak,
They'd tell their friends, "I'm merry, full of glee";
Wild mint, "Be good"; white clover, "Think of me."

Betty:
Geranium, "Our friendship's true"; the rose
Is love; the pansy, thought; the tulip glows
For fame; oak leaves, "Be brave"; "I hope," a spray
Of hawthorn; goldenrod, "My careful day."

Peter:
Nasturtium's "Love your country"; violet tells,
"I'm modest"; and the clinging ivy spells,
"I'm faithful"; jasmine whispers, "Don't be cross";
Pine twigs, "I pity"; "mother love" is moss.

Betty:
Our mother's basket, Peter! Moss, a rose,
A pansy, violets—till it overflows
With May day promise; golden rod, some mint,
Sweet jasmine, white clover for a hint!

Peter:
Let's fill our Uncle Sam a basket, too!
Nasturtium, tulips, oak leaves, ivy true!
What fun it is to know what flowers say,
And let them greet our friends the first of May!

"MANY A WAY FOR CLOSING DAY"

Commencement Program Suggestions

Commencement parts, H. C. Davis; pieces for every day the schools celebrate, N. H. Deming; extra-curricular activities in secondary schools, E. K. Fretwell; commencement [excellent], Gertrude Jones; commencement activities [excellent], H. C. McKown; popular commencement book, E. E. Preston; graduation day, an anthology of verse and prose, A. P. Sanford and R. H. Schauffler; plays for graduation days, A. P. Sanford; graduation day [Werner's readings, No. 55], Stanley Schell.

Vitalized Commencement Ideas

After school, what? *N. E. A. Journal,* June, 1926; closing day program material, *Normal Instructor,* May, 1931; commencement as an English project, *English Journal,* February, 1930; commencements and the torch of learning, *N. E. A. Journal,* February, 1932; commencements in Doylestown, *N. E. A. Journal,* January, 1928; health emphasis for commencement, *N. E. A. Journal,* April, 1928; junior high school graduation, *English Journal,* November, 1931; a movement to vitalize commencements, *N. E. A. Journal,* December, 1928; the social graduation, *N. E. A. Journal,* March, 1928; three commencements, *English Journal,* April, 1931; vitalized commencements, *N. E. A. Journal,* December, 1927; vitalized commencements, *N. E. A. Journal,* December, 1930; vitalized commencements and leisure, *N. E. A. Journal,* December, 1930; vitalized commencements and the home, *N. E. A. Journal,* December, 1929; vitalized commencements in Chanute, *N. E. A. Journal,* April, 1930; vitalizing commencements, by L. H. Petit, *N. E. A. Proceedings,* pages 684–87.

Special Studies on Modern Assembly Programs

Assemblies for junior and senior high schools, E. H. Galvin and M. E. Walker; assembly and auditorium activities; H. C. McKown; assembly programs, M. C. Wagner.

Source material that may be secured for programs for closing days: "Closing Day Celebrations," A. Flanagan, publisher, price 40 cents; "Denton's New Program Book," Albert Whitman, publisher, price 75 cents; "Denton's Best Plays and Dialogues," Albert Whitman, publisher, price $1; "Last Day at Center Ridge School," A. Flanagan, publisher, price 35 cents; "The Entertainment Speaker" (over one hundred poems), Albert Whitman, publisher, price $1; "Dialogues for District Schools," A. Flanagan, publisher, price 40 cents; "Dialogues for Rural Schools," A. Flanagan, publisher, price 40 cents; "Commencement Helps and Hints," A. Flanagan, publisher, price 35 cents; "Comic Dialogues," A. Flanagan, publisher, price 50 cents; "Young Folks' Dialogues," A. Flanagan, publisher, price 40 cents; "Handbook of Stunts," by Martin Rodgers, 1928; "Commencement Essays and Orations," by Charles Reade, 1924; "Commencement Manual," by Mrs. Edith Painton, 1915; "School Club Program, Organization, Administration, Activities," by Harold Meyer, 1931; "Commencement Activities," by Harry McKown, 1931; "Assembly and Auditorium Activities," by Harry McKown, 1930; "Graded Games for Rural Schools," by Alfred Ross, 1926; "Graduation Day; an Anthology of Verse and Prose," by Anne P. Sanford, 1930; "School Festivals," by Adelaide Lennell, 1931; "Commencement," by Gertrude Jones, 1929; "Pieces for Every Day the Schools Celebrate," by Norma Deming, 1921; "Festivals and Plays in Schools and Elsewhere," by Percival Chubb, 1912; "Commencement Parts," by Harry Davis, 1898;; "Elementary School Life Activities," by Frithiox Borgeson, two volumes, 1931; "Plays for Graduation Days," by P. Sanford, 1930; "Class Organization and Activities," by Margaret MacDonald, 1931; "Graduation Days," by Ann Lloyd, 1926.

Women's International League for Peace and Freedom, 1924 Chestnut Street, Philadelphia, Pa., will send out material free for high school commencement programs.

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

ONE SENSES a spirit of intolerance in public meetings and theaters that one naturally aligns to the hysteria of wartime.

THERE is an undercurrent of propaganda by radio and screen that is whipping up the emotions of the people to one knows not what end.

NO SOONER is a current political event history than one sees its prototype with interpretations in a talking picture.

SCHOOL PEOPLE have been so self-satisfied these last twenty years with their stressing of the social studies and with the belief of how they have taught the children to think and reason, that they are unaware of how they have failed. To hear gatherings of these educators hissing a President of the United States for attempting to do what his successor did with acclaim, shows little reasoning power.

WE, presumably, are headed for a dictatorship so unobtrusively that we do not realize that the acts and laws now being passed by Congress are of the same nature as are in force in Germany and Italy. In truth, the educational forces whose duty it has been to build an appreciation, understanding, and belief in democratic institutions, have been derelict in that duty.

FREE PUBLIC EDUCATION is under attack—and openly.

TAXATION GROUPS say it is not the inalienable right of every child to have a free education, in which he is trained to the limit of his intellectual possibilities.

THE UNBELIEF in present school practices is shown in the great numbers running for school trustees and boards of education—fifty-seven for the Los Angeles City Board of Education. Old trustees and boards are being removed in greater degree than ever before.

THE TEACHERS are accused of being in politics. They should be, if they are not. In any large city any united group of teachers—if their cause is just—can elect a board of education that will support the best educational interests of the children and not primarily those of architects, contractors, realtors, and corporate taxation groups.

AND OF THESE THINGS the "New Deal" porridge is being mixed. And what a batter!

MANY SCHOOL DISTRICTS in Southern California, when their school buildings were wrecked by the recent earthquake, are still in a quandary as to how to finance reconstruction. Negotiations with the Reconstruction Finance Corporation for funds so far have brought little result. In many cases the districts are near the limits of their bonded indebtedness. They cannot rebuild or even put in the costly repairs needed to satisfy the new earthquake-proof regulations, because such monies are beyond their bonded limit; and so they are carrying on school in make-shift ways, waiting for developments.

WHY SO MANY school buildings were badly damaged in the earthquake, when other buildings of the same cost escaped with little damage, has caused much conjecture. Common opinion lays a good deal of the blame upon the system under which contracts for school buildings have been awarded. They are awarded upon a competitive cost basis. Contracts have been secured so low that contractors have put up shoddy buildings. A cost-plus basis for the erection of school buildings, and honest inspection, is one solution advocated.

SUPERINTENDENT H. S. UPJOHN of the Long Beach City Schools, Deputy Superintendent Seymour I. Stone, the staff, and the Long Beach Board of Education have the most stupendous job of rehabilitation of any school system in Southern California. Of the forty-two school plants in the district built at a cost of $12,000,000, not one was considered safe for use without repair. Two-thirds of the buildings will have to be razed. Even the new Board of Education Building, reconstructed in recent years at a cost of around $160,000, has had to be abandoned. To get some 27,000 pupils and a corps of 1050 teachers and supervisors back to work has been the job of the last ten days.

Present plans are of a temporary nature, owing to the fact that in the recent city election three new members were elected to the city Board of Education. This new board will take the deciding action as to what will have to be done. At the present time there are outstanding in bonds for the elementary district $4,401,249.80, for the high school district $3,000,090, a total of some $7,400,000. It is estimated the cost of reconstruction will be about $8,000,000. Negotiations are being held with the Reconstruction Finance Corporation for a loan, with nothing decided as yet. If that fails, the city, to reconstruct, will have to vote another bond issue.

To care for the pupils at present, $250,000 worth of wooden bungalows have or are now being built. Some school buildings will be repaired, about seven in number, and declared safe for occupancy by the Board of Education engineers.

To those who listened in on the radio at the time of the earthquake, the intense dramatic qualities of that medium were made evident. The calling for doctors, nurses, welfare workers, and the organization for caring for the emergency was heard in the making. For the first time use was made of the radio in solving the problems of a major catastrophe. The Long Beach city schools have continued the use of the radio in addition to that of the local newspapers as a medium for getting the pupils back to work, and have organized the junior high schools upon a radio program basis. This is the first time that from necessity a select body of pupils have depended upon the radio for lesson assignments, lectures, and reports.

The organization of this radio work has been under the direction of Emil Lange, director of curriculum, who has been designated by Superintendent Upjohn as coördinator in this job. No attempt has been made to place the elementary, junior high schools, or junior college under radio control except so far as general instructions to teachers and pupils.

In the organization of the junior high school program, two local commercial radio stations, KGER and KFOX, have donated half an hour daily for lectures and instructions. KGER is on the air from 10:30 to 11 a. m., and KFOX is on the air from 2:30 to 3 p.m. In addition, an afternoon paper,

The Western Journal of Education

HARR WAGNER, EDITOR

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the Long Beach *Press-Telegram,* and a morning paper, the Long Beach *Sun,* donate space for two thousand words daily for the giving of lectures and lessons by various junior high school instructors. The radio programs were first confined to the four major subjects—English, social studies, mathematics, and general science. It is intended that later the special subjects will be presented. It is planned to continue these broadcasts the rest of this year. Ralph E. Oliver, head of the commercial department of the Long Beach Polytechnic High School, is acting as master of ceremonies on these radio school broadcasts. He keeps the interest alive. It is interesting to note that for the heightening of morale, the librarians of the Long Beach city schools under Miss Helen B. Courtright were the first brought into play. They secured books from the school libraries and saw to it that every elementary child had a book for recreational reading during the strenuous first week of school reorganization.

FOR THE SECURING of more intelligent coöperation with library work on the part of teachers, supervisors, and principals of the Los Angeles city schools from all divisions from that of the kindergarten through junior college, the Los Angeles School Librarians Association, under the presidency of Dorothy M. Drake, librarian of the Venice High School, and under the technical guidance of Miss Jasmine Britton, director of Los Angeles city school libraries, an exhibit of books and associated materials held from March 15 to April 15 in the Los Angeles City Board of Education Sentons Center. Books of the last two years germane to problems studied in the schools, have been predominately displayed both in the field of trade books and that of the textbook field. Three rooms and a hallway were given to the display. Many publishers aided in the exhibit by sending selections of their more recent publications. Aiding Miss Drake in setting up the exhibit were Florence Maclockey, librarian of the Stevenson Junior High School; Doris Brush Payne of the Audubon Junior High School; Reba M. R. Bartlett, Frank Wiggins Trade School; Marguerite Hess, David Starr Jordan High School; and Alline Speer, Horace Mann Junior High School.

Books for the high school for study and free reading were arranged around special topics such as that of Pan-Pacific relations, ancient man, and social controls of industry. Many attractive trade books were shown in these displays.

In the elementary field were books from the kindergarten through the eighth grade. Books were displayed both by grade and by units of work. For various grades certain class activities were on exhibition. For grades one and two there was a drive-in market; for grade three a Hopi Indians' house with original moon book illustrations; for grade four, an exhibit of Jake Zertlin drawings; for grade five, "Across the United States," Thirty-sixth Street school map, and original illustrations for Peck's "Roundabout America"; for grade six, Russia and Malabar peep show; for grades seven and eight, books on power—electricity, water, coal, and oil.

During the period of the book exhibit the faculties of many schools came in a body to view the displays. In addition there were many special meetings of specific groups at the Sentons Center during this period, such as those of the high school teachers of social studies, children libraries of the Los Angeles public library, high school textbook clerks, home room junior high school teachers, teachers of special classes, etc.

HOMER F. AKER, District Superintendent of the Arcadia City Schools, has been much complimented lately for his concise and clear presentation of the merits of the workbook and for the part it can play in the modern plan of education. Mr. Aker writes as follows:

The workbook is *not* designed for the purpose of lessening the teacher's responsibility. It *is* designed for the purpose of giving greater results to the same teacher-effort.

A workbook should make evident the weaknesses of the individual pupil. This opens the way for the teacher to provide the remedial treatment. The workbook may make evident pupil weaknesses in the subject matter of the workbook, in spelling, penmanship, or language usage; or it may show the pupil's status as regards carefulness, thoroughness, initiative, perseverance, creativeness, ability to follow directions, to read comprehendingly, and to think clearly.

The workbook should be a concrete record of the pupil's attainment in the items listed above. Because it is *"his* own handiwork" he should take pride in it.

The workbook topic assignments should harmonize with the textbook topic assignments. The "project unit" course of study is impossible unless this be true.

Perseverance and *thoroughness* must *not be underrated* as compared with speed only. The present-day demands in character education make this imperative.

In conclusion, the workbook should (1) be a device for drill or practice; (2) supplement and reinforce the textbook; (3) aid in diagnosing weaknesses; (4) serve as a practical review and summary; (5) be a condensed record of pupil achievement, and be scored as such.

ONE of the most pleasant communities in northern San Diego County is Fallbrook, where olives, lemons, avocados, grapes, and oranges grow in abundance. Fallbrook was a boom town of the eighties, with remittance men from England giving a distinct flavor to the region. With the breaking of the boom they moved away, and it is only in the last fifteen years that the community has been growing as a result of new developments in relation to water for irrigation. Fallbrook has a fine grammar school, with R. B. Glines in his first year as District Superintendent. Mr. Glines comes originally from Illinois, where for twelve years he was Superintendent of Schools. Xenia was his last position in Illinois. In California, Mr. Glines was previously employed in Orange and Los Angeles counties. Valparaiso, Ind., has been the seat of most of Mr. Glines' educational studies. He has attended University of Southern California, and at present is taking work from George Peabody College, Nashville, Tenn.

MAY 31 saw the presentation in Azusa of the annual eighth grade operetta, which this year was titled "Paints and Patches," by Sarah Grames Clark, with music by Arthur A. Penn. A fine performance was given owing to the able direction of Miss Marian Henthorn, music director, who was assisted by Miss Lois Helfer, in charge of the instrumental music. The costumes were in the hands of Mrs. Katherine Zadach, head of the art department.

C. C. CARPENTER, District Superintendent of the Azusa Schools, is emphasizing music and is enabled to do so at little extra cost on account of the versatility of his teaching corps. An orchestra of over fifty pieces is handled by Miss Marian Henthorn, who also teaches vocal music. A band of over forty pieces is taught on the side by Ralph Schrock. In addition, special instruction in string instruments is given by Miss Lois Helfer and in wind instruments by Ralph Schrock.

THE ELEVENTH ANNUAL May pageant for the Azusa Grammar School, in which 1250 pupils will participate, is now in prep-

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aration under the general direction of Superintendent C. C. Carpenter. This pageant is not just an extra project, but is the showing of what has been accomplished in various classes throughout the previous year's work. Dances and marches are the result of instruction in the physical education classes; songs are regular vocal class assignments; spoken parts come from the English class work; orchestra and band selections are the outgrowth of instruction in those particular fields. The citizens of Azusa think enough of this pageant to declare a city holiday, and there are thousands of spectators in attendance .

A "Pageant of the Seasons" is the theme of this year's offering. It was written by four of the system's teachers—Mrs. Mabelle E. Maxwell, Mrs. Verda R. Brubaker Carl, Mrs. Hazel E. Studebaker Frantz, and Mrs. Guyola Myrle Dixon. This is only the second time that a pageant has been given that departs from an historical theme.

"ALICE IN WONDERLAND" TO TOUR CALIFORNIA

"ALICE" and her friends from Wonderland are to invade California! They have captured the hearts of the children of San Francisco at their performance at the Columbia Theater, where such crowds demanded admittance that four extra performances were given.

"Alice in Wonderland" has been produced by the Reginald Travers Repertory Players and will start on a tour of California at Oakland on Saturday, April 29, when they play at the Auditorium Theater.

The San Francisco critics were very enthusiastic in their reviews, the *Examiner* saying: "To tell the truth I had as good a time at "Alice in Wonderland" as did the small boys and girls that filled the Columbia to capacity. I loved it." George Warren, in the *Chronicle,* said "Two hours of whimsy and robust fantasy."

The production has been elaborately staged, with costumes following faithfully the illustrations of Sir John Tenniel, and a splendid cast has been assembled by Reginald Travers to present this delightful story by Lewis Carroll. Its great success in New York at the New Amsterdam Theater, and now at the Columbia Theater in San Francisco, shows that the public enjoys good entertainment for children.

California cities where it is planned to play "Alice in Wonderland" include Sacramento, Stockton, Fresno, Los Angeles Santa Barbara, Monterey, San Jose, Santa Rosa, Eureka Arcata, Petaluma, San Rafael, and others.

TOO BAD!

[Dedicated to Children's Book Week.]

BOY: In summertime, I perch in trees,
With singing birds and droning bees,
And read the books that I love best,
And always to my leafy nest,
They bring my friends, and off we fly
To grand adventures—they and I!

With Robin Hood, I draw my bow;
With Vikings, o'er the sea I blow;
With Admiral Byrd, I cast my lot;
With smart Huck Finn, I plan and plot;
With Custer, Indians I fight;
With Sinbad, thieves I put to flight!

GIRL: In wintertime beside the fire,
Where yellow flames leap high and higher,
I snuggle warm and hear the rain,
Spat, spat, upon the window pane;
And then my darling books bring fun
That makes me love them every one!

I'm Cinderella—off I go;
I'm Beth, with Amy, Meg, and Jo;
I'm Wendy—I love Peter Pan;
I'm Ellen in her Highland Clan;
I'm Alice, and I tease the queen;
I'm Heidi, and the Alps I've seen!

BOTH: Poor children who don't love their books,
And never read in cozy nooks!

—*Alice Hand.*

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LIBRARY NEWS

By MAY DEXTER HENSHALL
County Library Organizer, State Library

District Meetings of California Library Association

Fourth District.—February 18 was the date brary Association hold meetings during the year. Recently on three sucessive Saturdays such meetings were held in different parts of the state.

Fourth District—February 18 was the date selected by the Fourth District when the meeting was held at Hanford. More than one hundred librarians gathered in the beautiful new Civic Auditorium. The librarians were fortunate in being greeted by Sherman Railsback, chairman of the Kings County Board of Supervisors, and by Frank Buckner, secretary of the Hanford Chamber of Commerce, who is also a member of the Hanford Public Library Board. These gentlemen, through their close connection with libraries, were able to give a more than ordinarily appropriate greeting to the group. Three supervisors from Tulare County attended the morning meeting and one supervisor from Kern County, making a very good representation from the library governing boards.

John B. Kaiser, president of the California Library Association and librarian of the Oakland free library, brought a report of several constructive pieces of work being done by the association this year and also outlined the program to be presented at the annual meeting of the California Library Association in April. Herman H. Henkle, chairman of the C. L. A. committee on annuities and pensions, was ill and consequently not able to present the A. L. A. retirement plan for which he was scheduled on the program. Mr. Kaiser spoke briefly of the plan and introduced C. H. Manners of the Metropolitan Life Insurance Company, who further explained the various features of retirement for librarians.

During the few moments devoted to business, Mrs. Harriet S. Davids, president of the district and librarian of the Kings County Library, was elected nominator for the coming annual meeting, and Frederick Wemmer of the Kern County Library was elected alternate. Miss Sarah McCardle as chairman of the resolutions committee paid a beautiful tribute to Mrs. Julia G. Babcock, former librarian of Kern County, who died in January. In presenting the resolutions of the district, she also read a tribute which had been paid Mrs. Babcock in one of the Bakersfield papers. The members of the convention stood in silence after the reading of the resolutions as a mark of respect to Mrs. Babcock.

The two other speakers on the morning program were Miss Mabel R. Gillis, State Librarian, and Mrs. Clara Coldwell, principal of the Hanford Evening High School. Miss Gillis took as her subject "Present Trends in the Library World." She emphasized by statement and figures the upward trend in the use of libraries and gave examples of the downward trend in appropriations in many places. She reviewed a few results that may come from these two trends and told of some ways in which the libraries were meeting conditions caused by the greater use of libraries and lowered budgets.

Mrs. Coldwell called her talk "A Community Link," and described the book review or book discussion meetings which have been held for the last three years as a coöperative project of the evening high school and the public library. Mrs. Coldwell has worked in the adult education field for some years and is an inspiring speaker. The book discussions in Hanford have done much to unite the schools and the library, and it was easy to understand from Mrs. Coldwell's outline of the discussion she had handled on Phyllis Bentley's "Inheritance" how much information as well as inspiration must have come from these meetings. Mrs. Tempie S. Robinson, librarian of the Hanford Public Library, has been the director of the weekly gatherings.

The meeting adjourned at noon for a delightful luncheon. Mrs. Davids was fortunate in securing Mary Hobson Crow to sing a group of songs during the luncheon hour. Mrs. Crow was formerly in the music department of the Hanford schools and now holds a similar position in Glendale. Her three selections, "Disappointed Serenader," by Brahms, "The Lonesome Road," from "Show Boat," and "Allah," by Chadwick, were greatly enjoyed.

The afternoon session convened again at the auditorium and two very delightful speakers completed the day's program. Mrs. Clio Lee Aydelott of Hanford gave readings to music. She called her number "With the Poets" and was accompanied on the piano by Mrs. Horlock. Ruth Comfort Mitchell in her usual vivacious and entertaining manner told of some of the joys and trials of an author and read delightfully from her book "Water," which has as its setting the locality near Hanford. When the audience was not satisfied to let her go, she read several of her poems, notably her "Dirge for Ina Coolbrith," "A Shrine for Edwin Markham," and her poem which had been written for the dedication of the Saratoga library.

Everyone present voted Mrs. Davids a charming presiding officer and an effective executive who made most satisfactory arrangements for the entire meeting.

Seventh District.—The annual meeting of the Seventh District was held on the evening of February 18 at the Eureka Inn. Librarians assembled for dinner at 6:30 p. m. Miss Georgia A. Davis, president of the Seventh District, a member of the Humboldt County Library staff, presided.

Mrs. Constance Mitchell of the Sather Gate Book Shop in Berkeley was the guest speaker. She told in an instructive and entertaining address of the most popular books of the spring and gave a résumé of the books which she had most enjoyed.

H. A. Kendal, librarian of the Eureka City Library, talked on Dixie Land and gave an interesting talk concerning the land south of the Mason and Dixon Line.

C. Edward Graves, librarian of the Humboldt State Teachers College at Arcata, gave his lecture entitled "Music of the Mountains." This is illustrated by a fine collection of pictures, most of which Mr. Graves has taken himself. The pictures are beautifully colored.

At the business meeting held at the close of the lecture Mr. Kendal was elected nominator for the Seventh District and Miss Edna D. Davis, Humbodt County Librarian, was named as alternate. About thirty librarians and guests attended the meeting.

Second and Third Districts.—On February 25 Miss Clara B. Dills, librarian of the San Mateo County Library, called together the Second and Third districts, of which she is

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president, at the San Mateo Public Library. The visitors, who had driven some distance to reach San Mateo that morning, were very grateful for the hospitality offered them upon arrival. Coffee was served in the San Mateo Public Library staff room and members of the staff were very cordial in welcoming the guests and showing them any part of the library that they wished to see before the meeting.

At the business meeting Miss Mary Barmby, librarian of the Alameda County Library, was elected nominator to represent the districts, and Miss Irene Smith, librarian of the Burlingame Public Library, was named alternate.

Again the members present were fortunate in being greeted by one who understood library problems. F. J. McConville, principal of the San Mateo High School, who is also president of the San Mateo Library Board, gave a brief but very understanding talk in welcoming the delegates.

Professor John Iliff of the San Mateo Junior College in his talk on "Economics and the Library" outlined in a very clear manner present economic conditions and then recommended books which in his opinion gave the clearest understanding of conditions and solutions.

Miss Muriel Wright, librarian of the Marin County Library, gave a brief report of the work of the national group called the Association for Progress Through Libraries and some thoughts on similar organizations for California. No action was taken on her suggestions, but they were the basis for much group discussion during the luncheon hour.

The Oak Tree Inn provided the setting for the delightful luncheon for which Miss Dills had provided entertainment in the form of talks by two of our California authors. Barrett Willoughby was interesting in her discussion of "The Alaska I Love Best," and Mrs. Laura Adams Armer, winner of the 1932 Newbery Prize for the best children's book of the year, gave a very spirited talk about present-day conditions, inspired by Professor Iliff's talk of the morning, and also told of some of her experiences in the writing of "Waterless Mountain." Miss Aimee Peters of the Palo Alto Public Library played some violin selections, accompanied by Miss Mahan of the same library.

The afternoon session was held around the tables. Mr. Kaiser was called on to give his report on C. L. A. matters and the coming meeting, and Miss Mabel R. Gillis, State Librarian, gave a brief outline of present library conditions.

Sydney B. Mitchell, director, School of Librarianship, University of California, spoke not about library matters but on the subject of "Gardens in England." At the end of his talk, which was humorous as well as enlightening, he recommended some books on gardening.

All those attending the convention left immediately after the meeting for tea at the Burlingame Public Library, which is housed in a beautiful new building. It was the consensus that the building was not only good to look at but excellently arranged for library work.

FIRST DISTRICT.—John S. Richards, president of the First District, and assistant librarian of the University of California Library, had chosen as a meeting place Chamber Music Hall at Mills College, Oakland. A more beautiful day than March 4 could not have been found for this meeting, and Mills College, as everyone knows, is attractively situated. As is customary, library business occupied the attention at the beginning of the meeting, during which Mr. Richards was elected nominator and Miss Susan T. Smith, librarian of the Berkeley Public Library, was elected alternate.

After the necessary business was concluded, Herman H. Henkle, chairman of the C. L. A. committee on annuities and pensions, set forth the A. L. A. retirement plan in some detail. He was followed by John B. Kaiser, who urged all of the First District members to be present at the annual meeting and outlined the program. Miss Mabel R. Gillis, State Librarian, in presenting greetings from the State Library gave a brief résumé of legislative matters concerning libraries.

Miss Susan T. Smith, the speaker of the morning, talked on "The Librarian and the Future." She had prepared a paper giving very pertinent extracts from recent publications, both library and otherwise, and then made her comments and conclusions from these writings. It was a paper rather uniquely conceived and executed in Miss Smith's usual far-seeing and timely manner.

Mills College is fortunate in having very homelike and beautiful buildings. Luncheon was served at Orchard Meadow House, where the delegates present enjoyed informal talk, after which they visited the library and the art gallery.

In the afternoon, back again at the auditorium, the librarians heard two most delightful talks about books. Professor Willard Smith of Mills College was excellent on "The New Psychology in Recent Fiction," comparing the novelists of a decade ago with those of the present day in their psychological approach. Henry H. Hart, lecturer in oriental culture of the University of California Extension Division, had the rather unusual subject, "The Novel and Poetry of China." At the conclusion of his talk on the subject in which he outlined clearly the difference between the literature of the East and of the West, he read delightfully some translations of Chinese poems.

It was very evident in all the district programs that the presidents had endeavored to give attention both to library problems which are uppermost in the professional mind today and talks on books which librarians need and enjoy. All presidents were very successful in bringing together well-balanced programs which gave information and enjoyment to everyone present.

An Expert's Point of View

WHILE SOME government undertakings should be reduced and other abolished in the interests of economy, public library services should be expanded and improved at this time, in the opinion of Fred Telford, director of the Bureau of Personnel Administration. In a statement made in Chicago December 2, 1932, he declared:

"All but the mentally blind or the wilfully perverse see that the cost of government must be reduced. It is gross mismanagement, however, in bringing about reductions to treat all government units alike. Some have always been and still are understaffed, underpaid, and undersupplied. Others represent essential services whose cost can be reduced very little. Still others have been extravagantly organized and operated. Finally, some never had any good excuse for existence and are, in reality, parasites on the body politic. To treat these various units alike in reducing government costs is not good management, good poltics, or good financial policy.

"Public libraries fall in the group that has quite generally been understaffed and underpaid. At this time, their burden is vasty increased, due to the greater use of libraries by those who have leisure and are attemptng to better themselves vocationally and by those who simply are down in the depths and need help in temporarily forgetting their troubles. It is important at this time that the services rendered by public libraries, instead of being curtailed, should be expanded and improved and librarians should be required to do more in meeting the depression and its problems than they were called upon to do in the days of prosperity."

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STATE BOARD OF EDUCATION

The regular quarterly meeting of the State Board of Education was held in the city of San Jose, at the San Jose State Teachers' College, April 7 and 8, 1933. Important items were given consideration as follows:

A report in connection with the earthquake area, presented jointly by the Superintendent of Public Instruction and the chief of the Division of Schoolhouse Planning, was considered by the board.

A telegram in reference to financial aid for the areas affected by the earthquake in Long Beach and vicinity, dated April 6, 1933, addressed to Honorable Hiram W. Johnson by Superintendent Kersey, was approved by the board.

The following resolution was prepared and adopted by the board:

Whereas, Because of the recent calamity that has happened in the southern part of the State of California, many school districts are left without enough safe school buildings to carry on the necessary work of education; therefore, be it

Resolved, That we stand ready to coöperate with the school districts in the affected area in any efforts they may make to restore the school buildings to their former state of efficiency.

An extensive report on matters legislative, presented by the secretary, included items under the following headings: School Support; Vocational Education and Rehabilitation; Larger Units of Administration; State Board of Education; Teachers' Retirement; Teachers' Colleges; Compulsory Continuation Education; Junior Colleges; Kindergartens; Conventions and Institutes; Adult Education; Physical Education; Supervision; Tenure; School Houses.

The following textbooks, published by Lyons & Carnahan, were readopted for a period of four years: Primer, Terry and Billy; First Reader, Jack and Jane; Second Reader, Magic Stories; Third Reader, Wonder Stories.

Appointments as presidents of the state teachers' colleges and principals of special schools, recommended by the Director of Education, were approved by the board as follows: A. J. Hamilton, Chico; Arthur S. Gist, Humboldt, Arcata; F. W. Thomas, Fresno; Edward L. Hardy, San Diego, A. C. Roberts, San Francisco; Thos. W. MacQuarrie, San Jose; C. L. Phelps, Santa Barbara; R. J. French, California School for the Blind; Elwood A. Stevenson, California School for the Deaf.

A petition was presented to the board by the citizens of Beverly Hills requesting, in accordance with School Code sections 2.440a and 2.441a, that the Beverly Hills Elementary School District be permitted to withdraw from the Los Angeles High School District. Following presentations by representatives of the petitioners and representatives opposing the granting of the petition, the board agreed that this matter should be a special order of business to be considered at a special meeting to be called the latter part of May.

The Teachers' Retirement Board reported the following annuitants approved for retirement:

Bingham, George K., Laguna Beach.
Cotrel, Edna, San Francisco.
Cotrel, Lucy, San Francisco.
Donnelly, Michael P., San Francisco.
Griffith, Benjamin W., Los Angeles.
Harte, Mrs. Susie C., San Francisco.
Hill, Charles C., Wasco
Kay, Beulah, San Francisco.
Keyes, Charles Edwin, Oakland.
Macy, Mrs. Geneva Nelson, Stevinson, Merced County.
McGown, Mrs. Jessie Darling, San Francisco.
Murphy, Florence Gertrude, Sonoma.
Norris, Mary Matilda, Redlands.
Parker, Phoebe Lois, Los Angeles.
Sadler, Mrs. Augusta Noyes, Los Angeles.
Serex, Mrs. Mary Ellen, San Francisco.
Shane, Charles Nelson, Oakland.
Simmons, Kathryn, Woodland.
Smith, Mrs. Sara L., Fresno.
Sutherland, Margaret C., San Francisco.
Taylor, Mrs Emma M., Mill Valley
Van Alstyn, Mrs. Lottie P., San Francisco.
Cartwright, Ben B., Alhambra.
Janes, Mrs. Jennie W., San Jose.
Lowe, Mrs. Carrie Belle, San Francisco.
Martin, Murray Kerr, Riverside.
Oates, Mrs. Rebecca F., Ione.
Ver Veer, Mrs. Emma Darke, Salinas.

The board adjourned to meet in San Francisco July 7 and 8, 1933.

TEXTBOOKS VITAL

By B. R. BUCKINGHAM
Harvard University, Cambridge

The making of school books has improved vastly during the past twenty or twenty-five years. The textbook today is a better teaching instrument than it has ever been—free in treatment, less "texthookish."

In manufacturing, publishers are becoming more scientific, as is instanced by the fact that certain publishers are supporting research concerning the type page.

Appropriate teaching materials are essential to realize educational ideas. No community committed to universal education can possibly command enough teachers of first-rate ability to realize its aspirations. There will always be need of instructional materials. Except through their use, we know of no other way to keep in sight of our frontier thinkers.

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BOOK REVIEWS

VOGUE'S BOOK OF BEAUTY. The Conde Nast Publications, Inc. New York, 1933. Price, $1.

This very modern treatment of beauty makes a book of nearly one hundred pages, size 7x10. The illustrations are real contributions of art. They are intriguing, effective, and make up an important part of the book. There are more than twenty chapters, including "Beauty Through the Ages," "One Chin Is Better Than Two," "School-Girl Technique," "Ten Nights in a Pullman," "For the Business Woman," "A Matter of Application," etc. The directions are full of necessary detail and are based on sound common sense. The book contains many wholesome and effective suggestions on the care of the face, hands, and hair under many conditions and circumstances.

MODERN BEAUTY AND BARBER SCIENCE, by Adelaide Smith and Reuben Rockwood. Prentice–Hall, Inc., publishers. New York. Price $3.00.

The authors have made a careful survey of all the aspects of the beauty and barber profession and have endeavored to place the same on a scientific basis. The ever-increasing demand for the care of the body has created a desire for higher and better standards, and the authors have worked out the modern method of scientific approach:

1. To study carefully by experiment.
2. To make repeated experiments and trials.
3. To eliminate possible error.
4. To choose important facts related to problems.

The contents of this book are very interesting. The chapters on the skull, nerves, hair, personal hygiene, etc., are based on factual material, and the questions at the end of each are based on sound pedagogical principles. The illustrations, the glossary, and the index contribute to the value of the book. It is a genuine textbook and not a series of essays. For copies write to Prentice–Hall, Inc., 70 Fifth Avenue, New York City.

PRE-WRITING DRILLS, A New Method for First Grade, is the title of an interesting booklet by George T. Wride, technographer. This book is distributed by the Southern California School Book Depository, 1025 North Highland Avenue, Hollywood, Cal.

SPRING WILD FLOWERS OF THE OPEN FIELDS. Western Nature Study Series, Gayle Pickwell, Karl S. Hazeltine, and Emily Smith, editors. Published for the Natural Science Department of the State Teachers' College, San Jose, by Suttonhouse, Publishers. Williams Printing Company. Price, $2.50.

This attractive book of 150 pages, size 6 x 9, contains much valuable reference material on our beautiful Western spring flowers. There is much factual material, and a glossary and an index that give much value to the book. The table of contents includes "Wild Flowers Defined," "Fields of Wild Flowers," "Key to Names of Wild Flowers," "Spring Wildflowers in the Open Field," "Nature Teaching Aids and Devices," "References," and a glossary of botannical terms used in the book. There are seventy-two illustrations, with frontispiece in color, many of the illustrations being full-page. The authors are quite modest, and refer to "Spring Wild Flowers of the Open Field," with its large pages and impressive content, as a "little book" on the jacket, on the title page, and in the preface. It is not a little book either in size or importance, and little should not be emphasized. The book is valuable as a reference for teachers, students, and lovers of Western flowers.

WESTERN SCHOOL NEWS

E. C. BOYNTON, who has been closely allied with the educational interests of California for many years, has organized a group of teachers and administrators under the title of "Education Associates." The largest activity of the organization is to assist members to secure more advantageous positions than are now held by them. If you are interested, write to E. C. Boynton, executive secretary, 354 South Spring Street, Los Angeles, Cal.

VAUGHAN MCCAUGHEY, editor of the *Sierra Educational News*, who is in charge of speakers for Public School Education Week, was the guest speaker of the Sequoia Club, San Francisco, recently. His talk on Sir Francis Drake was preluded with an inspirational address on "Bells." The audience was delighted to be transported in memory to the church bells in the old village church of their youth or perhaps to the chimes of forgotten days.

CARROLL ATKINSON, editor of the *California Principal*, has some unique and original contributions in the April issue. His paper is issued at San Luis Obspo. His tribute to Honorable Vierling Kersey, State Superintendent of Public Instruction, is well deserved.

THE ADDRESS of Doctor Kefauver of Stanford University on the subject "Education Must Be Adapted to Life" was read to the conference of principals of secondary schools at San Jose by William Martin Proctor.

MURIEL EDWARDS, County Superintendent of Santa Barbara schools, gave her hearty support to the publication of "The Breeze" of the Santa Maria Union High School in its publication of "A Santa Barbara Schools Issue." It is a creditable work and gives a detailed account of the various educational activities in Santa Barbara County.

ARCHIE CLOUD, Deputy Superintendent of San Francisco schools, author of "Episodes in the Life of Washington" and other books, has been reëlected president of the California Society of Secondary Education, publisher of the *California Quarterly*.

IN RESPONSE to requests from English teachers in the public schools and junior colleges throughout the state, the Williams Institute in Berkeley, Cal., has arranged a six weeks' course in "Creative and Fact Writing for Teachers," to be given at the institute this summer from July 3 to August 11. The course will be supplementary to the recently announced one-year course for students of writing, to be personally conducted at the school by six of America's outstanding authors and journalists.

The course for teachers will offer lecture seminars by noted writers and critics, including Ruth Comfort Mitchell, Lincoln Steffens, and John D. Barry, with laboratory work in fiction, drama, journalism and fact writing; lecture seminars on the "New Mental Outlook," conducted by Miss Cora L. Williams, head of the Williams Institute; reviews of current books and a survey of modern drama.

THE APRIL issue of the *California Quarterly*, Horace M. Rebok editor, 2163 Center Street, Berkeley, Cal., has an unusually high-grade table of contents. The Cubberley Commemoration is a well organized and significant symposium on the life and work of Doctor Cubberley. Arthur Gould's article entitled "The Superintendent Looks at the School Librarian" is very worthwhile. John A. Hockett and John H. Napier, Jr., also have distinctive contributions.

SUMMER STUDY IN ART

AS SUMMER again approaches, many persons, both the young and those older in years, will turn their attention to summer school study as a means of pleasant and profitable development.

Among the various fields of culture, the study of art is peculiarly satisfying, and, while it may not lead to large accumulations of wealth, nevertheless opens many avenues for delightful and productive work. And this is true for those who seek only their own development and enjoyment, as for the professional artist, art teacher, or craftsman.

The California School of Fine Arts, located at Chestnut and Jones streets, will open its summer session on Monday, June 26, offering six weeks of intensive study in the basic subjects of drawing, painting, sculpture, and design, with special courses in other branches such as commercial art and lettering.

There is hardly any doubt that the world of tomorrow will demand creative ideas and trained talents in the production of beautiful things, and those who begin now will be prepared for a new era.

A NATION may be said to consist of its territory, its people and its laws.

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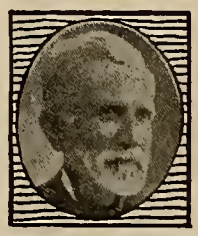
MAY, 1933

THE WESTERN JOURNAL of EDUCATION



News and Comments -- By Harr Wagner

An Injunction Granted.—Ginn & Co. and several other publishers joined in a suit against the College Tutoring Bureau of Cambridge, Mass., and were granted an injunction prohibiting the bureau from publishing, copying, selling, or exposing for sale any copies, versions, or abridgments of the copyrighted books mentioned in the suits as published by the several plaintiffs.

The practice of high schools, especially vocational schools, junior colleges, and colleges, of using almost entire chapters from a copyrighted textbook in mimeographed or other duplicated form should be discontinued. It is a direct steal, and the teacher, board of education, or student who uses copyrighted material in mimeographed form is liable to prosecution. All countries recognize copyright protection. Teachers who are responsible for the character and integrity of the students should not permit the illegal use of textbook material.

Service.—The California Teachers' Association, under the direction of Roy Cloud and Willard Givens, and the State Department of Education, under direction of Vierling Kersey, State Superintendent of Public Instruction, deserve more than a few words of praise for the program of legislation that they put over with the recommendation "Do not pass." There has been, of course, some good affirmative school betterment legislation, but this year the schools were on the defensive, and most of the bills presented were of a character to deteriorate the efficiency of the public schools. The session of the Legislature has about completed its work, and the schools are in a position to render good service without tremendous personal sacrifice on the part of teachers and administrators. In the readjustment of salaries which must come soon, we hope that the office of State Superintendent of Public Instruction will be given adequate salary and an adequate budget in keeping with its importance.

School Crisis More Severe in United States Than in Foreign Nations.—The United States Bureau of Education reports that in Canada "school attendance is increasing and educational expansion has been slowed down but not halted."

In Mexico "The national government of Mexico, providing about two-thirds of all the money spent for education in that country, 'seems determined to carry on its educational renaissance despite the depression,' according to Doctor Abel."

"There is no period of depression in Albania," comes the cheerful statement. Italy is carrying on its expanding financial program, and education is receiving its share of the expenditure, since it is the policy of the government to reduce illiteracy. The number of students, teachers, and school buildings has increased in Italy in the last few years.

"Education is at present seeing the fulfillment of a big reform program begun by the Irish government in 1922 and now nearing completion."

The depression caught England in the midst of an educational reorganization along the lines proposed in the Hadow report. Teachers' salaries were reduced 10 per cent and other reductions were compelled, but a recent review of the year 1932 shows that the education and school health services have held up well. Higher fees are proposed for secondary schools.

France, to the contrary, is planning to make all secondary schooling free of tuition, and even in Morocco is holding education appropriations at the level they have reached by steady increases in the past five years.

The Depression Is Passing.—The depression is passing, and it will not come again this way until another cycle of prosperity will have ended. With plenty of food, clothing, shelter, and money, we will have a change in the psychology of the situation. Real estate, bonds, mortgages, and stocks will have a genuine value. People will turn again to education, books, and cultural activities. The reduction of teachers' salaries will be "heard to cease." The polishers of apples will not have a place in the sun, and industry, trades, and professions will pursue the even tenor of their ways forward and upward.

Fads and Frills.—We have always advocated the teaching of reading, writing, and arithmetic. They are essentials. They are the core of every curriculum. Modern society demands, however, art, music, supervised recreation, sewing, cafeterias, cooking, sports, dramatized studies, and many other activities that tend to fit the boy and girl for a useful life. The next generation will have a machine age. The roads will have been built. The airplane will be the principal means of travel. New —everything new—and we might as well try to scrap the automobile and the airplane and the radio as to cut out the fads and frills of our public school courses of study. Here is to the men and women in education who are willing to stand for reading, writing, and arithmetic, but who believe in preparedness of the child for the new living age.

Over 37,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities, shown on the above graph, and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership September 12, 1932, was 37,145.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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VOL. XXXIX, NO. 5 | SAN FRANCISCO, MAY, 1933 | PRICE 15 CENTS

CREATIVE WRITING GETS ATTENTION

AN INTENSIVE STUDY of the creative writing activities of elementary school pupils is nearing conclusion in San Francisco. Twenty-one selected teachers from schools in all sections of the cosmopolitan city have been participating in the study under the direction of the Deputy Superintendent of Elementary Schools, Miss Bertha E. Roberts. The study group of teachers from grades three to eight, working under the immediate supervision of an assistant supervisor, Miss Aneta T. Beckman, has investigated the problem from many angles during its year of research.

Thirty-eight leading points in the teaching of creative writing that teachers were anxious to know more about were thoroughly discussed by this group. As a result, many helpful suggestions on these questions were developed. Many of the suggestions have been submitted to actual classroom trial and evaluation by these teachers. Records of classroom experiences have been kept. Over fifty-five books that offered possibilities of help on creative writing have been studied and reviewed. Nearly sixty different books of modern poetry for children in the grades have been used in the classrooms of these teachers during the study. Some five hundred samples of children's creative writing, collected from schools in all parts of the city, have been studied and evaluated. Recognizing that the adult's standard is perhaps very different from the child's standard of enjoyable bits of creative writing, a large number of these samples were submitted to children for their reactions. The children's ratings of selected writings have been compared with the teacher's ratings of the same writings.

The members of the study committee were anxious that their conclusions should not be one-sided. It was felt that balance to their thinking as a group could be obtained through contact with the thoughts of people who knew about creative writing from another angle than that of the elementary school child. Accordingly, a few prominent members of the bay region were invited to meet with the group. An eminent critic, famous author, and two prominent students of literature were generous in donating their services in the cause of public education. Their interesting viewpoints served as broadening influences indeed.

Pages of interesting data on creative writing which should prove helpful to all teachers are filed in the San Francisco Public School Department as a result of the study. It is to be hoped that this material will be culled and assembled in some tangible form in order that others may profit from this valuable activity of an outstanding group of teachers as part of the forward-looking service training program of the elementary schools of San Francisco.

A morning-glory plant had been growing in the classroom, and, to the surprise of the class, it bloomed one morning. Before the day was ended the little bloom had closed and started to wither. As a result the following was written by a sympathetic little girl:

A SHORT LIFE

Oh, it does not seem fair to me,
How short a morning-glory's life can be.
And a person's life can be so long.
Oh, me! Oh, my! It seems all wrong.

—Jeanne P. Myers, 5B Grade, Redding School.

A VISITOR

In our backyard, among the grasses tall,
I found a hole, so round and small.
I waited patiently, the owner to see.
At last I saw the grasses stir
And a tiny patch of shining fur.
I moved closer that I might see,
And a funny little gopher looked up at me!

—Barbara Whitchurch, 4B Grade, Guadalupe School.

AUTUMN LEAVES

Autumn leaves are lovely,
They rustle when I run,
Sometimes I make a heap of them
And jump in them for fun.
Or sometimes toss a handful up
And watch them as they fly;
Tossed about as ships at sea,
Shadowed against the sky.

—Madeline Menassian, 5B Grade, Fairmount School.

THE SPOTTED SANDPIPER

Wetting his feet in the edge of the lake,
The sandpiper's wond'ring what food he will take.
Shall it be crawfish, insects, or what?
He likes them, whether they're cold or hot.
His legs are like stilts and his bill is quite long,
And he hasn't a sound but "peep-peep" for a song.

—Eldridge Huber, 4B Grade, Grattan School.

OLD WINDMILL

Creak, creak, old windmill,
Can't you ever stand still?
Winter, summer, spring, or fall,
Don't you ever tire at all?

—Marilouise B., 4B Grade, Lafayette School.

SHADOWS

The shadows are approaching
And the night is coming in,
Over across the meadow,
There are shadows hiding there,
Now the shadows are a-peeking,
But you see some just the same,
The shadows follow you,
And follow you away.

—Marjorie Rafter, 5B Grade, Fairmount School.

THE DEER

Fleet, silent, and graceful,
Careful, timid, and wild,
Now standing like a statue—
Then bounding like a child.

—*Cleo McCabe, 5B Grade, Redding School.*

MY DUTIES

The table is so hard to set—
Of all the things I have to get:
The spoons, the knives, and forks;
Fill the shakers and put in the corks;
I have to put on the napkins, too—
Of all the things I have to do.
I wish grown folks could sometimes see
How hard table-setting is to me.

—*Shirley Marshall, 5B Grade.*

OBSERVANCE OF PUBLIC SCHOOLS WEEK

THE SAN FRANCISCO public schools are always open to visitors who are interested in their educational program. The week of April 24, known as Public Schools Week, is characterized by an air of expectancy on the part of the children and their teachers. Fortunately, the week comes when the term has advanced sufficiently for the pupils to have had the opportunity to engage in many interesting activities. Often there is a wealth of material that the children have developed in these learning experiences. They are proud of their work, and the recognition of adults means much to them.

This year the children's hearts were gladdened by the thousands of "grown-ups" who crossed the thresholds of the school doors. Some there were who came in great haste, but who lingered long as they caught a reflection of life in the modern school. In one school an important looking gentleman hastened up to the teacher and remarked rather brusquely: "What is this that my son wants me to see? You know I really can't afford the time for this sort of thing, but he wouldn't give me any peace until I promised to come here today." The teacher smiled, not in the least disturbed by his hurried manner, but happy that he had kept his promise to his son. Hours later, the same gentleman could be observed listening to childish explanations of the school work. He was smiling affably and he seemed to feel then that he couldn't afford to miss knowing about everything in that school.

Indeed, this interest was manifested by practically all who visited the schools. They questioned about many things and there was a confident note in many voices as they spoke their appreciation of the school of today. They listened eagerly to the excellent speakers who shared in the week's activities. Some of these distinguished speakers were: Vierling Kersey, State Superintendent of Public Instruction; Miss Helen Heffernan, Chief of Elementary and Rural Education, State Department of Education; Doctor T. W. McQuarrie, president of San Jose State Teachers College; Doctor Alexander C. Roberts, president of San Francisco State Teachers College; Doctor Joseph Marr Gwinn, Superintendent of Schools in San Francisco, and Walter Bachrodt, Superintendent of Schools in San Jose. The speakers were generous in remaining to answer questions that friends of the schools were interested in asking. In one school, at the conclusion of an evening program, a gentleman asked to be presented to the speaker of the evening. His statements to the speaker were worthy of note. Although he had no official connection with any school organization, this man had devoted much of his life to a study of public education in all countries of the world. After telling of his impending departure on another world tour, he took the opportunity to express his opinion of the work of the San Francisco public schools. "Your schools are very fine. In these schools the children are, as you said in your talk, really learning to live by actual living. I am very pleased with all that I have seen, and I shall talk about it in many Europen countries."

Indeed, this observant visitor had recognized what is part of the basic philosophy of the schools of San Francisco—"education is life." This worthy statement of John Dewey's was to be seen over some of the displays of the work of elementary school pupils in store windows on busy thoroughfares of the city during Public Schools Week. Recognizing that many friends of the public schools did not have children in the schools, and thus might not know that an important week for all citizens was on the calendar, exhibits of school work were placed in numerous store windows with invitations to visit the schools. Those who could not find time to accept the invitation had a chance to see at least a sampling of the work of the modern school. All San Francisco feels grateful to those merchants who were so interested in the work of the public schools of the community that they generously gave some of their valuable window space for use of the public schools during the week. There were displays of the elementary schools in Crocker's, Hale's, Lachman's, Liebes', Magnin's, and Sommer & Kauffman's. Other stores had exhibits of work from junior and senior high schools and the continuation school.

Limited as these displays had to be, they enabled one to gain an insight into the dynamic educational program. To acquaint the public with the fine opportunities of the modern elementary school, their exhibits included copies of the interesting current textbooks, copies of some of the excellent supplementary books on different subjects, music records, and moving picture and still-film machines used for visual aid work. The activities, which were an outgrowth of attempts to solve problems in the social and natural sciences, gave a chance to indicate how the child recognizes the need for skill in reading, writing, and arithmetic, and how he gains these skills. There were samples of pupils' creative efforts in trying to solve these problems, too. The thoughtful observer could indeed realize that learning to think for himself as he solves problems is an important consideration. Moreover, the displays showed that today education is concerned with the development of the whole child. The printed message on a large card in each display window was very apt. It is reprinted below:

THE AIM OF THE MODERN PUBLIC SCHOOL IS TO EDUCATE THE WHOLE CHILD. THIS IS ACCOMPLISHED BY DEVELOPING—

First—The Power to Know.
This is the Power of getting, relating, organizing, and retaining facts—Knowledge.

Second—The Power to Do.
This is the Power of acquiring facility and accuracy in doing things—Skills and Habits.

Third—The Power to Think.
This is the Power of performing the processes of mental action—Conceptions, Inferences, Judgments, Thinking.

Fourth—The Power to Feel.
This is the Power of emotional responses—Attitude, Appreciations, Feelings.

THE GUIDANCE AND EXERCISE OF CHILDREN IN THEIR KNOWING, DOING, THINKING, AND FEELING EMBRACES MOST OF THE ACTIVITY OF A MODERN SCHOOL.

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JOTTINGS OF A TRAVELING BOOKMAN

By WM. M. CULP

On the whole, it now appears that the schools of California will not be hurt as drastically as was feared some months ago. It is bad enough as it is, but it could be worse. The fact that the schools have taken a larger cut in their budgets than any other governmental agency is finally getting across.

While in many places trustees think of placing teachers on a common-labor pay basis of sixty-five to seventy-five dollars per month because they can hire teachers out of work for that price, it is hoped that boards of trustees will not avail themselves of that opportunity.

Many trustees of school districts and boards of education continue to fight teacher tenure and make the condition of probationary teachers miserable. They feel that, because they have hired some poor teachers in the past and cannot get rid of them under existing law, they must make the good probationary teachers pay the penalty now. By firing these probationary teachers every three years, they hope to force a breakdown of the present teacher tenure law. What is needed is a definition of the distinguishing marks of an incompetent teacher that will stand the tests of a civil suit. Trustees and boards of education in many cases want an easy method of dismissal, because in more than one instance a trial of a teacher shows up their own failings.

If the present teacher tenure law in California were not in force, many school systems would be placed under the spoils system. Even as it is, civil service is being attacked. The economic situation is such that persons out of jobs are willing to displace those in positions by whatever means available.

The rebuilding of many schools destroyed by the Southern California earthquake is still awaiting negotiations with the Reconstruction Finance Corporation. A. R. Clifton, superintendent of the Los Angeles County schools, is gathering data as to all earthquake damage to schools in his county, both in cities and in unincorporated areas. He hopes in the end to have a complete picture of how the earthquake affected school structures of various types, so that this information may be used by those drawing up the rules and regulations for new school structures.

The Santa Monica city schools, under the direction of Superintendent Percy R. Davis, have cut expenditures 40 per cent in two years without materially affecting or diminishing the educational program. Superintendent Davis believes that cuts, if they must be made, should come from the maintenance end of schools rather than from the instructional end. For the next year, a 10 per cent cut in salary for all certified employees has already been agreed upon. It is interesting to note that Superintendent Davis has enlarged his book budget for next year, since he believes teachers should have tools with which to work, and that textbooks are their greatest aids.

The Santa Monica Junior College now enrolls 800 students and 1000 are expected for next year. The junior college is housed in newly constructed wooden bungalows that are very adaptable for the work carried on. The cost of instruction for Santa Monica Junior College students is $130 per individual, one of the lowest unit rates in the state, owing to the fact that the instruction now given is mainly academic.

The annual Los Angeles County trustees' convention called by County Superintendent A. R. Clifton met at Occidental College, Los Angeles, April 22. Around 350 trustees, boards of education members, and superintendents were in attendance. It was a meeting well calculated to stimulate the morale of the citizens in charge of education. Superintendent Clifton had made up a program in which the morning was given to addresses while the afternoon was divided into section meetings.

On the morning program was David H. Merrill, secretary of the Pacific Coast Building Association, whose subject was "On Earthquakes and School Building Construction." Ernest Purdum of the Los Angeles County Council's office gave a sympo-

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2. Sierra Summer School at Huntington Lake,
   One term, six weeks, June 26–August 4,
   Biological Field Trip, August 7–August 18.
   State Teachers College, Fresno.
3. Humboldt Summer School,
   One term, six weeks, June 19–July 28.
   State Teachers College, Arcata.
4. San Diego Summer School,
   Three terms: six weeks, June 26–August 4; three weeks, August 7–August 25; nine weeks, June 26–August 25.
   State Teachers College, San Diego.
5. San Francisco Summer School,
   Three terms: six weeks, June 19–July 28; three weeks, June 19–July 7; three weeks, July 10–July 28.
   State Teachers College, San Francisco.
6. San Jose Summer Session,
   Three terms: six weeks, June 26–August 4; three weeks, June 26–July 14; three weeks, July 17–August 4.
   State Teachers College, San Jose.
7. Santa Barbara Summer Session,
   One term, six weeks, June 25–August 4.
   State Teachers College, Santa Barbara.

sium on "School Legislation Up to Date." Willard E. Givens, Superintendent of the Oakland Schools and president of the California Teachers' Association, was most forceful in his remarks titled "False Versus Bogus Economics in Education." John A. Sexson, Superintendent of the Pasadena City Schools, was somewhat pessimistically prophetic in his talk "Looking Over the Hills at Education."

The afternoon meetings were a forum including a discussion of the things most vital to each unit. Boyd Comstock, clerk of the Palos Verdes schools, was chairman of the trustees of the rural section that included schools up to 300 enrollment. The trustees of elementary schools above 300 and outside charter cities met under the leadership of Judge C. Bridge of Hermosa Beach. The high-school group had as leader William F. Johnson of Montebello. The city section was under the chairmanship of Mrs. Lillian Gilstrap of the Board of Education of Alhambra.

After the section meetings, the trustees' association had their annual meeting and elected the following officers: Judge C. Bridge of Hermosa Beach, president; Mrs. Louise B. Hoblit, Pasadena, vice president; Mrs. Alice B. Hockett of Whittier, secretary.

GEORGE K. ANDERSON, for several years one of Brawley's best grammar-school principals, has been elected to the district superintendency of Brawley schools, succeeding George R. McIntire, who, during his incumbency, accomplished much educationally for the Brawley schools.

THE RADIO school program broadcasts in Long Beach are continuing in the junior high school field with great vigor and enthusiasm under the general direction of Emil Lange, director of curriculum. The teachers and administrators involved are finding out a lot about what can and cannot be done to carry out a set school program. By the end of the school year, they will have a master program of all of the school broadcasts which will prove of much value for educational analysis.

CLARENCE H. WOODRUFF of the Long Beach schools, supervisor of secondary education in the junior high school division, is an educator of more than the usual background. He is a graduate of the University of Colorado and is far on his way toward a doctor's degree at the University of Southern California. For seventeen years he was principal of two high schools in two of Oklahoma's cities. Following that, for one year he was high school inspector for the State of Oklahoma. Seven years ago he came to Long Beach. During three of those years he was vice principal of the Woodrow Wilson High School, and during the next three years he held the position of dean of the Long Beach Junior College. This past year he has been one of the two supervisors on the staff of secondary education in charge of junior high schools, while William J. Klopp has been the supervisor in charge of senior high schools and junior college. Mr. Woodruff's big program before the recent earthquake was his effort to bring about closer intergradation between the activity program of the elementary schools and the work carried on in the junior high schools. It evidenced itself in the breaking down of the rigidity of subject-matter as formerly taught in the junior high schools. Since the earthquake, activity program work in the junior high school field has had to be largely abandoned, but Mr. Woodruff feels that it is a forward step that will have to be taken sooner or later.

TRIBUTE TO DOCTOR JOHN ROBERT GREGG

ON MARCH 18 the New York City Gregg Shorthand Teachers' Association paid a merited tribute to Doctor John Robert Gregg in commemoration of the forty-fifth anniversary of the invention of the Gregg system of shorthand and of the twenty-fifth anniversary of the opening of the New York City office of The Gregg Publishing Company. *The Journal of Business Education* joins his hosts of friends in extending congratulations and best wishes.—*From the "Journal of Business Education."*

Doctor John Robert Gregg is well known on the Pacific Coast, both personally and through his system of shorthand.

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PUPILS HAVE NO STATE TEXTBOOKS

Harry Hammond, State Printer and editor and owner of *The Byron Times*, published on April 28 the following statements in reference to the textbook situation in California:

Since the enactment of the textbook law there has been a natural increase in the enrollment of elementary school pupils. This was met by a budgetary increase to take care of the printing and distribution of the necessary books. The appropriations during the past four years have been insufficient to provide books in the several different subjects and grades listed below. The following facts are alarming:

1. There are 250,000 children without state text readers (Grades six, seven, and eight).
2. There are 360,000 without a text in Healthy Living and Physiology (Grades four, five, six, and seven).
3. There are 160,000 with no text in California History (Grades seven and eight).
4. There are 470,000 without writing books (Grades two, three, four, five, and six).
5. There are 650,000 without spelling texts (Grades two to eight).
6. There are 160,000 without music texts (Grades seven and eight).
7. There are 160,000 without a text in civics and citizenship (Grades seven and eight.
8. There are 180,000 children without histories (Grades five and six).

A total shortage at the present time of 2,390,000 books that are required by law to be supplied by the state!

The state law requires that books shall be furnished by the state to teach the following subjects of study: Reading, writing, spelling, language study, arithmetic, history of the United States and of California, civics (including a study of the Constitution of the United States), music, healthy living and physiology, morals and manners (teachers' manual only), art (teachers' manual only).

Up to the present time, the State of California has only printed the basic textbooks for the elementary schools—the other books, also being necessary, have been furnished by the respective counties. With increased enrollment, the number of supplementary books purchased by the counties has increased, resulting in a mammoth expenditure of county money, despite the fact that the constitution provides that the state must furnish these books free.

Quoting from the biennial report of the Department of Education for 1933, WE FIND THAT THE COUNTIES SPENT APPROXIMATELY $500,000 FOR THE PURCHASE OF SUPPLEMENTARY BOOKS DURING THE FISCAL YEAR 1932. THIS IS A GREATER AMOUNT THAN THE STATE APPROPRIATION FOR BASIC ELEMENTARY TEXTBOOKS!

An analysis of these county expenditures plainly indicates that a great abuse has grown up which is contrary to constitutional law. THIS IS ONE MANNER IN WHICH THE COUNTY TAXPAYERS' MONEY IS SPENT AND FOR WHICH THERE IS NO REAL JUSTIFICATION.

The counties are now facing a situation where the teachers' burden will be increased and the number of teachers diminished for lack of funds. Many schools will face short terms and many activities will be curtailed.

Under such circumstances, it is obvious that MORE DEPENDENCE MUST BE PLACED UPON THE TEXTBOOKS, and since the textbook expenditure is one of the smallest items of the budget, it is apparent that textbook appropriations should be increased rather than diminished in order that some balance may be partially maintained.

Notwithstanding these facts, the budget appropriation for textbooks HAS BEEN REDUCED 29.3 per cent. To justify this reduction, the suggestion has been offered that the textbooks used by the children should last five years, rather than four.

We are dealing with children who, as we all know, are not taught to take care of their books, their clothes, or their shoes. For this reason it is impossible to estimate or calculate the length of life for books in the hands of small children. Teachers should be urged by their county superintendents to emphasize this fact every day to the children.

The state should appropriate the sum originally proposed in order to try to fill up the great gap here shown; even with that, we will be far behind, but we should at least try to make up a part of this.

With 250,000 pupils in the sixth, seventh, and eighth grades without even a state text reader and 360,000 without a text in healthy living and physiology, in the fourth, fifth, sixth, and seventh grades, it is time we realized the seriousness of the situation that confronts our schools.

Textbooks, second only to teachers, is one item which is ESSENTIAL. Every child should start the new year with a clean textbook—but does he? He does not! Secondhand books are passed on from one child to another until the book is worn out, and by worn out we mean in tatters—soiled and possibly germ-laden.

While the appropriation asked for appears to be a huge sum of money, when divided among 770,413 children it means that the state will only allow each child 99 cents for a full set of state books for the next biennium, or 49½ cents per year. This indicates that the state, under the present distribution plan, is able to furnish a child with a complete set of basic texts for the small and insignificant sum of 49½ cents.

California is far behind neighboring states and other states where free textbooks are supplied. For example, the state law in Oregon requires that an average of $1.50 per child per year shall be appropriated for textbooks.

When the expense of supplying textbooks is passed on to the respective counties, IT ADDS 30 PER CNT TO THEIR COST, as the state printing plant saves this amount over prices charged for school books manufactured by the publishing houses of the East. This is very unfair to the county taxpayers.

NEW VOLUME WINS PRAISE

Sincere praise has been accorded a new social studies reader for intermediate grades in California schools, titled "Our California Home," to be placed in use with the opening of the coming school year this fall.

As the name implies, the volume deals with the home state, is from the pen of a California author, Irmagarde Richards, and was printed in the State Printing Plant. The plates were leased to the state by the Harr Wagner Publishing Company, and an edition of 125,000 is being printed to be placed in use in the fourth grades.

The new textbook is attractively bound and amply illustrated with varied scenes of activity throughout the state. Double-page topographical and agricultural maps are an important feature.

The foreword of the book presents the following interesting explanation of the manner in which the subject has been approached:

"Studies of the geography of California—that is, of her topography, climate, and resources—are grouped around the central idea of the watersheds of the state. The stories of the inhabitants of the state—Indian, Spanish, and American—are developed upon the same theme: history as determined to a great extent by water conditions and by the gradual social control of these conditions through irrigation, power development, flood control, and the use of waterways for transportation.

"These studies are presented in the form of stories told to a group of California children by their grandfather, who is the son of an American pioneer and a Spanish–Californian mother."

Written in such a manner as to promptly grasp and hold the interest of the child, the new book is so prepared as to make its study one of pleasurable interest to the pupil. It provides a complete and authentic picture of the state and reviews in a

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most entertaining manner the work of man in bending the will of nature to his needs in making the most of the vast natural resources.

It will, beyond doubt, prove one of the most popular texts in the schools of the state. Aside from the high type of context, the illustrations are of unusual value and interest, and the printing is up to the high standard of the State Printing Office. —*From the Byron Times, April 28, 1933.*

SOCIETY OF SECONDARY EDUCATION

SIX REGIONAL CONFERENCES under the auspices of the California Society of Secondary Education, A. J. Cloud, president, will be held at the summer sessions of colleges and universities this summer, as follows: College of the Pacific, July 14 and 15, George C. Jensen, director; Claremont Colleges, June 29 and 30, Dean Aubrey A. Douglass, director; University of Southern California, July 10 to 14, Lester B. Rogers, director; University of California at Los Angeles, July 17 and 18, Arthur Gould, director; University of California, Berkeley, July 6 and 7, William F. Ewing, director, and Stanford University, August 4 and 5, Arnold C. Argo, director.—*From School and Society.*

EDUCATION

IGNORANCE never settles questions.—*Disraeli.*

Education makes one an articulate member of the higher whole.—*Doctor William T. Harris.*

I have a firm belief that the rock of our safety as a nation lies in the proper education of our population.—*Benjamin Harrison.*

Every man must educate himself. His books and teacher are but helps; the work is his.—*Webster.*

If a man empties his purse into his head, no man can take it away from him.—*Franklin.*

Education is the only interest worthy the deep controlling anxiety of the thoughtful man.—*Wendell Phillips.*

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5. The instructors feel responsible to waste no time. They are prepared to give definite, practical help on real classroom problems, releasing students from long hours of study, papers, and examinations. The school is a modern interpretation of teacher-training on the lines of the activity program.

6. The organization is such that a primary teacher may choose the group of courses on her level. The upper grade teacher finds courses to meet her needs. A teacher can take a selection of courses one year and specialize in others the following term or year.

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LIBRARY NEWS

Thirty-Eighth Annual Meeting, C. L. A.

By MISS EDITH GANTT,
Librarian, Solano County Free Library

These crises seem to stimulate thought. This was evident at the thirty-eighth annual meeting of the California Library Association, held in the Hotel Oakland from April 9 to 12, inclusive. John B. Kaiser, librarian of the Oakland Public Library, president, and his able committee had arranged an excellent program. There was much discussion in meetings and in small groups throughout the whole convention. The conference theme was "The Challenge of the Times." The California librarians from all types of libraries had been facing that challenge in the months past, and the talks helped to crystallize ideas for many.

The C. L. A. was opened formally Sunday evening with an address of welcome from Doctor William J. McCracken, president of the Oakland Library board of directors. Doctor Einar W. Jacobsen, Assistant Superintendent of Schools, Oakland, spoke on "What of Tomorrow?" He emphasized the fact that people are beginning to realize that education is a continuing process. The new frontier in education is that of adults. He ended on a note of challenge that no institution can exist which is not serving the actual needs of the people. Professor Graham H. Stuart, political science department and director of the Hoover War Library, Stanford University, in "International Aspects of Library Service," told delightfully his experiences in foreign libraries. He quoted Hendrick Van Loon "that the two unpardonable sins are indifference and ignorance" and "to think is to read." In avoiding Mr. Van Loon's sins and following his precept, he found many and varied adventures with books and their keepers in such libraries as the Bibliotheque Nationale of Paris, the British Museum of London, and the National Library of Madrid. He later found all the material he needed in the University of Wisconsin Library, and rather more accessible. Everyone enjoyed his account of the Library of San Marcus, Lima, Peru, whose Peruvian–Indian librarian was so kind and so helpful and whose university president could only be seen with difficulty and finesse, in his barricaded apartment house. He mentioned the splendid work of the League of Nations committee on intellectual coöperation, listing many notables like Mme. Curie, for example, their bibliography of the exact sciences, and the memoranda on methods of research in foreign libraries.

Monday morning started off with Chester Rowell on "The Challenge of the Pacific." He brought out that throughout history there has been a westward movement of people, across Asia, Europe, the Atlantic Ocean, and then the United States. Marathon symbolized one crisis when the western world checked the westward march of the East. The western world of Europe has reached the end in the Pacific. The parallel stream which has made the Asia of today and the western world must now get on together. We are the last outpost of Europe and are still as remote from Asia as is Germany. We must realize the challenge of the dawning East, and as librarians we should guide people to a sane viewpoint. We have no choice about meeting these problems, only whether we shall meet them with intelligence or stupidity. We began our racial contacts badly. The Indians were culturally inferior and we treated them like wild animals and exterminated them. The negroes we enslaved. With the Orientals we met our equals racially and culturally. White men need to deal with someone not white to whom they must look up, such as a certain Chinese scholar, philosopher, statesman, and gentleman. This man is doing for the Chinese what Petrarch and Dante did for the Italian, and, with all his other accomplishments, is a most charming and delightful gentleman. We must recognize the rich civilization of the Orient. The United States has been an Asiatic country for thirty-five years. China and Japan have been our business since President McKinley's time. This year and next we shall probably be the decisive factor in the solution of this problem of the Orient which will affect all history. People depend on the newspapers for news, but for the fundamental facts behind the news they must depend on books. The Institute of the Council on Pacific Relations, Spreckles Building, San Francisco, has much valuable information. The problem of the library is to make people Pacific minded.

The rest of the morning was taken up by business and committee reports. The indexing committee, Miss Jeannette M. Hitchcock, chairman, has completed an index of the proceedings of the C. L. A. for the past thirty-five years. This will be printed. The binding specifications committee, Miss Bessie H. Carrick, chairman, has made out careful, detailed specifications which will be of especial help wherever purchasing agents let bids for the library binding.

The afternoon continued with business. Miss Flora B. Ludington, chairman, reported for the library schools committee. Herman H. Henkle, chairman of the annuities and pensions committee, reported on the new group annuity plan of the American Library Association in the Metropolitan Insurance Company. He said that the librarians were the first group to work out a group annuity entirely by themselves, with no outside subsidy from the state or corporations.

The address Monday afternoon was "How Men and Women of Europe Grow Intellectually," by Professor Leon J. Richardson. He stated that future history would probably judge the people of Europe by the degree of peace and liberty which they achieve. The European libraries are places where books are kept, not loaned. Educated people of Paris and Rome have no access to the Bibliotheque Nationale or the Vatican Library, unless they are great scholars or diplomats. Adult education in England developed from the lecture to the present effective tutorial system. Many people high in the political and social life of England today are from these tutorial classes. A group of people meet to study some subject under a college professor. This subject will be the equivalent of a college major, studied over a three-year period and the students agree to make up necessary prerequisites, spend three vacations to the advantage of their studies, and to build up a private library according to their means. Denmark has remade her nation into a compact, happy, and contented, successful people through her folk high schools. Men and women attend these schools, scattered through the rural parts of the country and accessible to all, every few years. They are not entirely utilitarian; they do much singing of Danish songs, and the Danish literacy is the highest in the world. In Germany and Austria, a group of people will hire a house, have some scholar make his home with them, and they will then proceed to study and discuss during dinner and in the

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evenings. There are some lectures, some writing of papers, and they usually get sufficient momentum to go on. Sometimes a community center develops. Most of the educated people of Vienna have taken advantage of one of these centers. Czechoslovakia has her political parties competing with each other to supply facilities for adult education. The government has fostered the establishment of public libraries, modeled on ours. Their gymnastic clubs of old studied Goethe and Dante between exercises with dumbbells, and so they have simply developed into cultural organizations. Roumania is probably the most illiterate country of Europe. It is the duty of the college professors to walk or go horseback into the country to tell the people of their need for learning as a preparation for adult education. France is a cultural center with an informed and interested adult population. The French newspapers publish each day a learned editorial or essay which the people discuss when they meet together. The French press publish large issues of good books which the people buy, read, and discuss. Europe is far from the pioneer tradition, and one of the few avenues for adventure is through the intellect. The vocational side is not emphasized. They read and study to become better citizens and for a rich life.

Monday night the Ivory Court of the hotel became the scene of one of the gayest of library dinner parties, "Italian Nights." Italian strolling players, with their accordians, came from Gallileo High School with their colorful music and atmosphere. Balloons were decorations and playthings, and even the organ-grinder came with his monkey to add to the merriment. The recital of the Verse Speaking Choir, from San Jose State Teachers College, directed by Miss Elizabeth Jenks, was delightful. It was a splendid introduction to this new-old medium for many of the 400-odd diners. Particularly dramatic was Vachel Lindsay's "Congo." Miss Susan Smith and her committee were the most charming of hosts.

Tuesday morning started off with the first junior breakfast and roundtable for those young in the profession, a very interesting and successful affair. Then followed the roundtables of the regular sections. Harold L. Leupp presided over the college and university libraries section, of which he was president. The following subjects were presented and discussed: "The Cost of German Scientific and Technical Periodicals: a Record of Recent Negotiations with the Publishers and a Consideration of Possible Courses of Action," by Nathan van Patten, director of libraries, Stanford University; "Rental Service: a Way Out of the Depression," by Deborah King, University of California at Los Angeles; "Borrowing from Our Neighbors. Interlibrary Loan Service from the Standpoint of the Small College Library," by Marion J. Ewing, acting librarian, Pomona College Library, and "Preparing College Women for Leisure. Influencing Outside Reading Through Personal Contact," by Miss Flora B. Ludington, assistant librarian, Mills College Library.

Everett R. Perry, president, presided over the municipal libraries section. "Library Economics and the Library Patron" was discussed by Miss Jeannette M. Drake, librarian, Pasadena Public Library. She said that today public service is poisoned by the widespread idea that all governmental agencies are extravagant, wasteful, corrupt, weak, and impotent. This weakens the whole system and costs the country millions and even billions of dollars a year. Libraries, through their very efficiency and careful administration, can help in bringing about a change in this idea. There was some discussion abont rental collections and the charging machine by Miss Plaister, Miss Wright, Mr. Woods, and Miss Galloway. Professor Glenn E. Hoover, economics and sociology department, Mills College, discussed "The Place of the Library in the Municipal Budget." He gave some interesting figures in supporting his contention that there should be as much money spent for libraries as the electorate could be persuaded to authorize. Oakland, an average city according to expenditures, supports twenty theater seats to one library seat. Cigarettes in Oakland cost five times as much as the library and museum. Mr. Kaiser gave figures in the decrease in appropriations of forty municipal libraries in the state. This is $522,000 in two years. Miss Louane Leech, librarian, Petaluma Public Library, talked on "More for Less." She gave an interesting picture of a library rehabilitated under a trained librarian. Her enthusiasm made many librarians think back to their first library and their eagerly scanned mounting statistics. It was a record of good work, well done. The talk raised discussion. Miss Leech was elected the next president of the section.

The trustees' section, Doctor Wm. J. McCracken presiding, held their annual luncheon and roundtable.

In the afternoon Mr. Kaiser presided over a symposium of the "Challenge of the Times." Miss Florence Baker said that in school libraries there is a linking of the nations through literature, social studies, and the world point of view. Hobbies are encouraged, the things which make for richer living. Miss Sarah McCardley told how the people are surging into the county libraries with greater demands than ever before. She read a letter received from a library patron expressing her gratitude for the service and telling what it means to her. Miss Jane Curtis told of the increased use of the public libraries and Thomas Cowles spoke of the natural development of the special libraries, of the need for them since the field of knowledge has grown so enormously. Harold Leupp gave an outline of the retrenchments to be made at the University of California Library in books, periodicals, assistants, shorter hours, no inventory, and no recataloging.

The rest of the afternoon was spent most delightfully in visiting Mills College, where the members of the C. L. A. were tendered a reception and tea by the college authorities and the board of directors of the Oakland Public Library. The international print exhibit of the Print-Makers Society was on display in the Fine Arts Building and an exhibit of fine printing in the Albert Bender Collection in the library, which, added to the beauty of the grounds in the springtime and the delightful hospitality of the hostesses, made it a charming and memorable afternoon.

Tuesday evening the library school dinners were held. The evening meeting was given over to "Trailing the Delinquent Book," an adventurous tale by Mrs. Frances Greenwade of the Oakland Public Library, and "Libraries, Science, and Crime," an illustrated lecture by Edward Oscar Heinrich. In addition to the tracing of forged signatures and through chemical processes deciphering charred documents, Mr. Heinrich suggested that the librarians might help in the improving of our police force. He suggested books on administration, psychiatry, social welfare work, with the kinds of community and individual friction, commentaries on criminal procedure, criminal investigation, and books to stimulate the imaginaton.

Wednesday morning another business meeting was held. Ex-President Herbert Hoover sent a message to the association accepting graciously the honorary membership which had been tendered him because of his interest in libraries. All other business was concluded. Doctor Monroe E. Deutsch closed the conference with a most heartening talk, "The Letter and the Spirit." After conferences on facing challenges and fundamental problems of library operation and even existence, it was most refreshing to turn to books—the great books of all time. Human nature does not change with scientific discoveries, and in the humanities the great writers, Dante, Goethe, Shakespeare, act as searchlights to put truth

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in clear view. All great truths have been thought thousands of times, but we must think them to know them. A book two thousand years old contains a great defense of books. Cicero says few joys are suitable for all time, literature delights us in boyhood, comforts in old age. We are surrounded by means of adult education—books. The Romans saw that things often repeated made up one's character. The great books of the Latins and Greeks are great spiritual sources. There is lack of religion among our youth. They should be led into the realms of great literature and taught to cultivate a taste in reading. This grows as it shares with others. Let us lead others to the classics. These are black days, not because salaries are low and some people are starving, but because men sharpen the weapons of Mars and strip off the coverings of friendships of years. Seldom has the world needed to have its thoughts turned from the material world we have made so bleak to things of the spirit.

Wednesday afternoon the First District libraries and the Oakland Chamber of Commerce entertained the C. L. A. members with an automobile tour about the East Bay, including the beautiful Skyline Boulevard, the University Campus, and ending with tea at Miss Susan T. Smith's library at Berkeley, a most enjoyable affair. This annual meeting was well attended, with over five hundred registered. It was marked by definite vitality, while the charming hospitality of our Oakland and Alameda hosts and hostesses added immeasurably to the pleasure of the members attending.

County Libraries Convention

THE twenty-fourth annual convention of county librarians was held in Oakland, April 9, at Hotel Oakland.

Miss Mabel R. Gillis, State Librarian and chairman of the convention, called the largely attended meeting to order. Miss Frances M. Burket, librarian, Sutter County Free Library, was secretary. Preceding the program, Miss Gillis paid a beautiful tribute to Mrs. Julia G. Babcock, whose death on January 21 brought to a close her service of sixteen years as librarian of Kern County Free Library.

County librarians who had entered the service during the past year and assistants who represented county librarians absent from the convention were welcomed by Miss Gillis and introduced to the assemblage.

Pending legislation of interest to librarians was presented most concisely and clearly by Miss Gillis.

After business reports and announcements had been made, Miss Eleanor Hitt, Assistant State Librarian, gave a statistical résumé of budget and salary conditions in county libraries. It gave each librarian an opportunity to compare library conditions in her county with state-wide conditions.

With universally reduced incomes and greatly increased demands for library books, the question of ways of meeting the situation was presented in four ways by seven librarians and discussed by those present.

Making old books work was a way devised by Miss Frances M. Burket and Mrs. Faye K. Russell, librarian, Glenn County Free Library. Each librarian found the editor at the county seat most coöperative and generous with space. Weekly book reviews and lists of books on some specific subject of timely interest were called to the attention of the public under the respective headings "Books Too Good to Miss" and "Unheralded Non-Publicized Books." People have accepted the old books cheerfully and there has been no drop in circulation.

Much ingenuity was displayed by Miss Anne Bell Bailey, librarian, Tehama County Free Library, in partially meeting the situation through substituting magazines for books. Lacking books on technocracy, or any other subject of general interest, she promptly supplied library patrons with references to magazine articles. For fiction, she provided a list of entertaining stories in magazines or issued cut-out serial magazine stories as books.

Miss Muriel Wright, librarian, Marin County Free Library, and Mrs. Florence W. Townsend, librarian, San Benito County Free Library, resorted to rental collections to increase their book service. In each case it was emphasized that it was an emergency measure, not a desirable precedent to establish, and restricted to the large branches. Miss Wright designated the rental books in each of the ten large branches using them by the euphonious title "Coöperative collection."

Miss Blanche Galloway, librarian, Madera County Free Library, and Mrs. Elizabeth Singletary, librarian, Santa Clara County Free Library, found library service facilitated in their branches at headquarters by the use of the charging machine. Its use resulted in the saving of time, relieving of eye and nerve strain, and developing better memories with reference to library cards by their patrons.

Miss Estella DeFord, librarian, Napa County Free Library, and Miss Edith Gantt, librarian, Solano County Free Library, told most entertainingly of their experiences in conducting forums. Speakers were drawn from both local and outside talent. Taxation, Technocracy, Russia, World Court, Disarmament, and World Peace were some of the subjects presented. Among the outside speakers were Lyman Bryson and Lincoln Steffens. There was much local interest and good attendance. The forums make a definite connection between the people and the library.

The subject of county purchasing agents and books was presented by Miss Helen E. Vogleson, librarian, Los Angeles County Free Library, and Miss Marjorie H. Kobler, librarian, San Diego County Free Library. Their presentation was followed by a general discussion which showed that in most instances there was very understanding coöperation between the purchasing agent and the county librarian. In one instance the delay in receiving books proved a decided handicap.

Miss Muriel Wright, librarian, Marin County Free Library; Miss Ellen B. Frink, librarian, Monterey County Free Library; and Miss Edna D. Davis, librarian, Humboldt County Free Library, were the trio who gave their ideas and experiences of the Citizens' Library Council from the viewpoint of county librarians. Each librarian gave evidence to show the value to libraries of groups of citizens taking direct interest in their welfare.

At an informal dinner in the evening there was a large gathering of county librarians

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and assistants. Miss Sarah E. McCardle, librarian, Fresno County Free Library, acted as hostess. At the close of the dinner Ellis H. Wooley was introduced and gave a brief talk on the value of the Citizens' Library Council.

The twenty-fourth annual convention of California county librarians will stand out in the memory of each one present as one which proved again that an outstanding characteristic of county librarians is their solidarity at all times and particularly so in times of stress.

Library Service to Small Schools

BY ELIZABETH PATTON,
Librarian, Garfield Junior High School, Berkeley

THERE IS A SERVICE which the California School Library Association, Northern Section, has maintained for several years, through its committee on service to small schools, which cannot be too widely advertised. This service is highly valued by those teacher-librarians and principals who have availed themselves of it in the past, and is strongly recommended for those who have not, but who find themselves in need of help.

It has been a permanent committee with Miss Helen Price, University High School, Oakland, as its continuous chairman, because it is the hope of the association that teacher-librarians in small schools throughout the state, who are not giving full time to library work, will come to know this one source of emergency information.

Many questions arise in the lives of teacher-librarians who have had little or no opportunity for library training—questions on classification, cataloging, charging systems, budgets, room arrangement, furniture, book lists, fugitive material, picture mounting, etc. The committee on small schools is a clearing-house for all of this information. A note to Miss Price will bring mimeographed material on the most usual school library questions or a personal letter on individual problems.

A glance at the history of the committee will show that it has grown out of a real need on the part of teachers. It began with the student teachers at University High School. These students received their teacher training, and in connection with Education Course 323 a considerable number of them did some work in a high school library. They subsequently took positions in various high schools throughout the state. Many of them, being confronted with the task of organizing or running a school library along with their teaching, acquired the habit of writing back to University High School for information.

Over a course of years it was found that many questions repeated themselves, and since it was difficult to answer each letter personally, mimeographed copies were made covering the questions occurring most frequently. This service has been continued the last few years as a definite part of the work of the California School Library Association, Northern Section. Although this work is carried on primarily for teachers and principals outside the large cities, school librarians avail themselves of this opportunity by sending Miss Price an SOS occasionally in time of need.

THE TWENTY-SEVENTH annual summer session of the California School of Arts and Crafts, F. H. Meyer, director, will open June 26. Art courses and craft courses will be given. Write for circular. Broadway at College Avenu,e Oakland, Cal.

"DATES"

RUTH THOMPSON, author of "Comrades of the Desert," "Our Neighbors Near and Far," "Type Stories of the World," etc., and now connected with the editorial department of the San Francisco *News*, recently wrote an interesting article in regard to James Ferguson, principal of the Jefferson Union High School at Daly City, and his date farm. Mr. Ferguson, in these times of depression, has attained an outstanding reputation for maintaining an economic school program and yet gives the high school students a modern curriculum with all the added advantages of a well-equipped high school. According to Miss Thompson, Mr. Ferguson has spent his vacations in Coachella Valley developing a date farm. He has one hundred and sixty acres, with ten acres planted to the Deglet Noor dates. In his interview with Miss Thompson, Mr. Ferguson said:

"I believe in knowing everything all along the line and so not only did I assist all I could in planting and raising, but I also marketed my crop of 10,000 pounds myself last year," this educator-rancher told me. He explained that he had a package made to look like a book and gave it the title of "A School Master's Dates." When one opened the supposed book he found a page containing the history of these dates; upon turning another leaf the box of delicious fruit was revealed.

The fact that his business head as well as his educational abilities have pulled his school district from debt, that money was saved during good times so that it can now be spent for new buildings while building is cheaper, is not a point Mr. Ferguson emphasizes. That, to him, is just a matter of good business, but those dates are a fascinating hobby that enthrall him.

Naturally, his recipes concern dates. He says, to begin with, that to seed and cut the dates into small pieces and place on the bottom of a bowl, heap it up with oatmeal and cream and then eat, with no sugar, is delicious beyond words.

This successful date bread is often served in Mr. Ferguson's household: 2 cups chopped dates, 4 cups flour, 1 egg, ½ cup sugar, 2 cups milk, 1 teaspoonful salt, 4 teaspoonfuls baking powder.

Sift dry ingredients, add egg well beaten, dates and milk. Mix well together, let stand twenty-five or thirty minutes and bake in a moderate oven for forty-five minutes.

Date custard (no sugar): Scald ¾ cup of stoned and chopped dates with 2 cups of milk. Let cool, then add 2 beaten eggs and a pinch of salt.

Pour into greased custard cups, set in a pan of hot water and bake gently till custard is firm.

And so, when it's dates you want and you wish to encourage a California industry, you will do well to try these original imports from Africa, but grown in our own sunny California — those rightly named "dates of light."

EDUCATION commences at the mothers knee, and every word spoken within the hearing of little children tends toward the formation of character.—*Ballou.*

RIGHT EDUCATION is such a preparation of the individual in physical, intellectual, and moral capacities, as will enable him to secure the highest enjoyment from their use, here and hereafter.—*Roark.*

PAULINE FREDERICK COMING

AT THE COLUMBIA THEATER, Monday evening, May 15, Pauline Frederick, long acknowledged the peer of any American stage star, begins an engagement of one week, and inaugurates what may prove to be another triumphant tour that may take her far afield. Five years have elapsed since this lovely star began here a tour that carried her to New York and comprehended long runs in Chicago and Detroit for a total of nearly seventy weeks. On a former occasion she fared forth from San Francisco and did not return until after playing long engagements in London and Australia.

At the Columbia, Miss Frederick will present two new plays, the first a comedy in three acts by John Charles Cromwell entitled "Her Majesty, the Widow." This will be given the first three nights of the week, with matinee on Wednesday. On Thursday, Friday, and Saturday, with Saturday matinee, "Amber," a comedy drama in prologue and three acts by Martin Brown, will be disclosed. It will be recalled that Mr. Brown was the author of "The Lady," the play with which Miss Frederick won her European laurels. "Amber" is described as a thoroughly modern play, all the scenes of which have been laid in Italy. The central figure, impersonated by the star, is a woman who has lived a glamorous life in the capitals of Europe attempting to forget a great wrong done her by her husband, who has since died, and a rival for his affections. She is finally discovered by her son, now grown to manhood, following a series of scenes and incidents highly dramatic yet lightened by comedy touches most effectively.

Miss Frederick's company includes Richard Tucker, Isabel Withers, Dwight Frye, Grayce Hampton, Carlyle Moore, Jr., Laurette Bullivant, Boyd Irwin, Marjorie Ashton, and Joseph McGuire.

The advance sale of seats will begin at the box office of the Columbia Monday morning, May 8, although mail orders for seats are now being given attention in the order of their receipt.

EVERY TEACHER NEEDS IT

Copyright Booklet "How to Apply for a School, With Laws of Certification," including letters of application, points to keep in mind when making application, 15 points on which the success or failure of a teacher depends and a partial summary of 2000 questionnaires sent to school executives in 26 states. Price 50c to non-members of the agency. Every teacher needs it. Statement from a Superintendent: "Your pamphlet includes some of the best advice, clearly written and to the point, that I have ever read."

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THE NEWER CHILDREN'S BOOKS

Selected by WILHELMINA HARPER

FOR YOUNGER CHILDREN

The Real Princess, by H. C. Andersen. Whitman. Price $1.25. Hedvig Collin has made beautiful pictures for this favorite Andersen tale in easy reading form Grades one to three.

The Picture Book of Poetry, by Marjorie Barrows. Rand. Price $2.50. A creditable selection of verse for younger children in gay picture-book form. Grades three to five.

Slimps and Such, by Dorothy W. Baruch. Harper. Price $2. Little children's own stories told in pleasing verse and with many illustrations. Grades one and two.

Children of the Soil, by Nora Burglon. Doubleday. Price $2. Quite a lovely story of Scandinavian child life. Grades four to six.

A B C Book of People, by Walter Cole. Minton. Price $2.50. A really marvelous picture book describing costumes and customs of people of all nations. Grades two and four.

The Puppy Book, by Wendy Dodd. Lothrop. Price $1. A little cocker spaniel tells in verse an appealing story of his puppyhood days. Many amusing pictures from life. Grades four to six.

Greta in Weather Land, by Lois Donaldson. Whitman. Price $1. Maj. Lindman has made the pictures for this pleasant story of a little girl's visit to weather land. Grades two and three.

Runzel-Punzel, by Lois Donaldson. Whitman. Price $1. Charming picture book from the German relating the amazing adventures of two little mice. Grades two to four.

Jeremiah, by William Maurice Culp. Harr Wagner. Price 80 cents. Jeremiah was a wonderful cat who had many adventures with his young master. Easy reading and pictures in color. Grades one and two.

Betje and Jam, by Agnes C. Lehman. Coward. Price $1.75. An excellent portrayal of happy child life in Holland. Grades four and five.

Benjamin's Book, by Elma E. Levinger. Doubleday. Price $2. In young Benjamin's very amusing story of the adventures of his family, including the dog and cat, there is fun for all ages. Grades five and six.

Snipp, Snapp, Snurr, and the Gingerbread, By Maj. Lindman. Whitman. Price $1. Another pleasing picture story about these three little Swedish boys and their lively doings. Grades two and three.

Full Steam Ahead! by Henry B. Lent. Macmillan. Price $2. This very interesting account of life on an ocean liner answers all questions the small boy asks about such ships. Many fine illustrations. Grades four to six.

The Christopher Robin Verses, by A. A. Milne. Dutton. Price $2. Contains all the author's famous verses with many new E. H. Shepard illustrations. A prized volume. Grades three to five.

The Farmer Sows His Wheat, by Adele G. Nathan. Minton. Price $2. The interesting process of wheat growing is here pictured in clear-cut photographs and brief text. Grades five to seven.

Auntie, by Maud and Miska Petershan. Doubleday. Price $2. Very lovely story in picture and large print relating the doings of Celia Jane and Miki, and the Auntie who loved them both. Grades three and four.

Christopher Columbus, by Edna Potter. Oxford. Price $2. An unusually well-told story of Columbus with much story interest and pictures in color by the author. Grades four and five.

The Christmas Tree in the Woods, by Susan Smith. Minton. Price $1.50. Novel and entertaining account of an outdoor Christmas party in Maine, with Helen Sewell illustrations. Grades three to five.

Sycamore Square, by Jan Struther. Oxford. Price $1.25. These engaging verses, illustrated by E. H. Shepard, tell many interesting things of the daily activity in Sycamore Square. Grades four and five.

Flyaway Flippety, by Eleanore H. Wilson. Harper. Price $2. This flyaway stork has wonderful adventures on his journey from Holland to Egypt. Will interest either boy or girl. Grades four and five.

Tallie, Tillie, and Tag, by Ernst Kutzer. Whitman. Price $1. The jolly adventures of the little girl Tallie and her doll and pup. Grades two and three.

FOR OLDER BOYS AND GIRLS

Joaquin Miller, Frontier Poet, by Merritt P. Allen. Harper. Price $1. Romantic biography of the noted frontier poet, combining much of the colorful history of the times. Grades seven and eight.

Careers of Cynthia, by Erick Berry. Harcourt. Price $2. Cynthia is a promising young artist who goes to New York and struggles through to success. Delightful story for the older girl. High school.

Deborah's Discovery, by Gladys Blake. Appleton. Price $2. This exciting mystery tale of old Virginia for both boys and girls is one of the author's best. Grades seven and eight and high school.

Twelve American Poets Before 1900, by Rica Brenner. Harcourt. Price $2.50. Very interesting and well-written biographical sketches of Lowell, Holmes, Bryant, Emerson, and other noted poets. High school.

Be a Puppet Showman, by Remo Bufano. Century. Price $2.50. A volume of exceptional interest and value with clear directions for building puppet shows and choosing plays. Grades six to eight.

Jo Ann, Tomboy, by Ellis Parker Butler and Louise A. Kent. Houghton. Price $1.75. Wherever Jo Ann went there was sure to be excitement. Jolly story of home and camp life, and a tamed tomboy in the end. Grades six to eight.

Leap-Home and Gentlebrawn, by Frieda H. Das. Dutton. Price $2.50. Marvelous, and at times touching, tales of the brave monkeys of the jungles of India. Rare story interest and unusual illustrations. Grades seven and eight and high school.

The Junior Outline of History, by I. O. Evans. Appleton. Price $2. A counterpart of the H. G. Well's book, making history from the beginning of time an alluring subject. Grades six to eight.

Rolling Wheels, by Katharine Grey. Little. Price $2. In early days when wagon wheels rolled on to California, a group of brave pioneers make the adventurous journey in safety. Excellent and authentic picture of the times. Grades seven and eight and high school.

Winged Moccasins, by Abbie J. Grosnover. Appleton. Price $2. Colorful and well-told narrative of life during the days of the Mound Builders. (Grades seven and eight and high school.

The Boy Builder, by Edwin T. Hamilton. Harcourt. Price $2. Tells the boy builder how to make no end of useful things, how to use his tools, all about camp equipment and much else of value. Grades seven and eight and high school.

The Mounted Falcon, by Fjerl Hess. Macmillan. Price $2.50. In this captivating story, the heroine of the author's earlier work, "Buckaroo," has a life of fun and adventure abroad. High school.

The Gallant Crosby, by William Heyliger. Appleton. Price $2. Lively account of college sports and achievements by one of the leading authors for older boys. Grades seven and eight and high school.

The Carpenter's Tool Chest, by Thomas Hibben. Lippincott. Price $2. Tells how tools came to be, how carpenters have lived and worked through the ages, and gives a great deal of valuable information. Grades six to eight and high school.

Cowboy Holiday, by Helen T. Hilles. Macmillan. Price $1.75. Some Eastern youngsters have a lively summer holiday on a Western ranch, and form both cowboy and Indian friendships. Grades six to eight.

Wild Wings, by Julie C. Kenly. Appleton. Price $2.50. A lifelong lover of birds presents her stories in very absorbing fashion, beginning with the first of the species in early ages. Grades six to eight.

The Dauntless Liberator, by Phyllie Marshall and John Crane. Century. Price $2.50. This scholarly work of the life of Bolivar, the South American hero, is one of the season's prominent books for the older boy. High school.

Peter Duck, by Arthur Ransome. Lippincott. Price $2. Peter Duck shipped as able seaman with a group of young people on a thrilling voyage to the Caribbees. A fine sea and adventure tale to hold any reader. Grades seven and eight and high school.

Blue Ribbon Stories, by Mabel Robinson. L. ed. Macmillan. Price $1.50. The third book of current stories from magazines for boys and girls, selected by a university class Grades seven and eight and high school.

Back of Time, by M. I. Ross. Harper. Price $2. Tony Peel, son of a scientist, is the hero of this interesting story of Australia, which will appeal to all readers. Grades seven and eight and high school.

No Surrender, by Emma G. Sterne. Duffield. Price $2.50. How a brave mother and her young son carry on in face of the hardships of Civil War times. An outstanding volume from various standpoints. Grades seven and eight.

The Dawn Boy, by Richard Tooker. Penn. Price $1. When No-Ma, the cave boy, found himself alone in the world, he learned much of value and finally became the hero of his people. Grades six to eight.

ECHO HILL, by Edna Turpin. Macmillan. Price $1.75. Charming story of family life and the adventures of the younger members, with scene laid in Virginia. Grades six to eight.

THE PARROT DEALER, by Kurt Wiese. Coward. Price $2.50. This popular author–artist presents a skilful and gripping picture of Brazil, including both its plant and animal life. Grades seven and eight and high school.

MISTRESS MARGARET, by Gertrude Crownfield. Lippincott. Price $2. Another welcome volume for the older girl by a historian who writes both interestingly and accurately. Relates the vivid experiences of a brother and sister during the Revolutionary War. Grades seven and eight and high school.

THE DESERT ISLAND ADVENTURE BOOK, by John Grove. Macmillan. Price $1.90. Here is adventure indeed for any older boy in these true tales of famous castaways told by themselves. High school.

COMRADES OF THE DESERT, by Ruth Thompson. Harr Wagner. Price $1.25. Re-issue of a long popular book on California desert life. Grades six to eight.

WESTERN SCHOOL NEWS

THOMAS J. ROSEMAN, a classmate of Herbert Hoover at Stanford University in the early nineties, passed away recently. He spent his last few years in San Francisco with relatives. He was a principal of the high school at Hanford, at Covelo, Mendocino County, at Gridley, and various other places. He was a good friend, a worthy schoolmaster, and made a worthwhile contribution to education by his services.

IT IS RARE, indeed, that a schoolmaster goes wrong. There are very few embezzlers, although principals and teachers are in charge of considerable funds from extra curricular activities. It is with deep regret that we announce that Raymond H. Butzbach of the Woodland High School was sentenced to serve two years in the Yolo County Jail for taking some $3000 of student funds.

MARGARET E. LIVINGSTON, the well-known Orange County librarian, passed away on May 3. Miss Livingston was formerly librarian of the Colusa County Free Library and was one of the most popular librarians in California. She was always kind, considerate, and accommodating. Miss Livingston was a genuine type of librarian who believed in service. It was the controlling factor in her useful career.

RAYMOND B. LELAND, principal of the San Jose High School, passed away recently. At the high school principals' convention in San Jose, in April, he was active and alert and took a part in extending the hospitality of San Jose to the visiting principals. Mr. Leland was popular with parents, students, and faculty members.

DOCTOR ARTHUR GIST and his wife, Ruth Gist, will be on the faculty of the Travel College embarking July 1 on the Panama Pacific liner *California*, en voyage to New York via the Panama Canal. Doctor Hamilton of Chico, Doctor Roberts, Doctor Ruth Thompson, and Doctor Kinnaird of San Francisco will be members of the faculty. Full credit will be given for the class work performed during the trip. The total cost, including all expenses, even five days' stay in New York, is only $225. For particulars, address Doctor A. J. Hamilton, Chico, or Doctor Alexander C. Roberts, State Teachers' College, San Francisco. Register now. The state budget for the next two years has passed, and you will get your salaries during the next biennium all right.

DOCTOR ALEXANDER C. ROBERTS' book entitled "Principles of American Secondary Education" has been included in the sixty outstanding books compiled by the American Library Association.

MRS. O. MAE WILLETT, rural supervisor of schools in San Luis Obispo County, recently traveled 210 miles to the State Teachers' College at San Francisco to address the students on "The Problems and Pleasures of the Rural School Teacher." The actual contact of rural supervisors with student teachers is very important and a valuable service.

AMONG the educational features which are to be offered at the Century of Progress Exposition in Chicago this summer are several contributions by Ginn & Co. which should be of unusual interest to school people. The first of these will be a comprehensive display of textbooks in use since 1833. Interesting specimens of early nineteenth century and of late nineteenth century books will lead progressively to the books of today. The early specimens on exhibition will come from the collection of George A. Plimpton of New York, a member of the firm of Ginn & Co., whose library of famous textbooks is the most extensive in the world. Few realize that there was little progress in textbook-making from the early colonial period up to 1833. The most illustrious book of this early period was the New England Primer, which we look upon as a crude educational effort, but which continued in use in schools even later than 1833. The exhibit thus covers much of the history of textbook-making in this country and should prove illuminating to every student of the history of American education.

Ginn & Co. are issuing a cordial invitation to all visitors to the Century of Progress in Chicago to call at their booth in the Hall of Social Science.

THE SWOPE SUMMER SCHOOL

CAROLINE SWOPE will hold the first session of her summer school for elementary teachers at Santa Cruz, June 26 to July 14, and the second session at Long Beach, July 24 to August 11. The teachers who take special training under Miss Swope and her well-trained faculty are noted for their efficiency in the schoolroom. Teachers should register now. Address Miss Caroline Swope, 837 Linden Avenue, Long Beach.

BOOK REVIEWS

SWEEPING THE COBWEBS, by Lillian J. Martin and Clare DeGruchy. Macmillan Company publishers. 180 pages, 8 x 5. Price, $1.50 postpaid.

This book was inspired by the many letters received by the authors asking definite information as to suggestions about "Salvaging for Old Age." Doctor Martin is a remarkable woman—a great psychologist, a university professor who, at the age of eighty-four, is teaching objectively how to live and enjoy the thrills of life. "Sweeping the Cobwebs" is not only an intriguing title, but the book itself is one of the real worthwhile contributions.

THE NATIONS AT WORK, by Leonard O. Packard, Charles P. Sinott, and Bruce Overton. Macmillan Company, publishers. 700 pages, 6 x 10. Price, $1.72.

The authors in this volume have given the high schools a comprehensive, reliable text in industrial and commercial geography. A complete industrial picture of the United States is presented. The industrial and commercial life of all other important continents is treated. It contains history and geography and places emphasis on the leading occupations and outstanding relationships. The book is characterized by simplicity of style. The illustrations are not only selected with care, but are especially effective on account of the clearness and artistic printing. The book represents both in authorship and material a high standard in the making of textbooks.

THE THEATER AND SCHOOL, A Dramatic Manual, by Samuel J. Hume and Lois Foster. Samuel French, 25 West Forty-fifth Street, New York, publishers. 41 pages, 5 x 8. Price, $3.50.

This is a dramatic age, and more and more the public school teachers from kindergarten to junior college are dramatizing their work. "The Theater and School" is a great contribution. It is a simple, useful, and necessary handbook on the art, craft, and pedagogy of the theater in relation to the school. It is the result of actual experience. Samuel J. Hume is well known not only in California, but wherever dramatic art is a part of the educational program. The authors in simple English keep to the subject as told in the title.

RADIO, THE ASSISTANT TEACHER, by B. H. Darrow. R. G. Adams & Co., publishers, Columbus, Ohio. 272 pages, 6 x 9, illustrated. Price, $1.90, postpaid.

The foreword of this new book on a new subject is written by the Honorable Ray Lyman Wilbur. The author is connected with the Ohio State Department of Education and has the distinction of presenting the first textbook on a new art. The book is highly indorsed by Joy Elmer Morgan of the N. E. A. by F. M. Shelton, superintendent of schools

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of Springfield, Ohio, and by Allen Miller, radio director of the University of Chicago.

NEW CALIFORNIA, THE GOLDEN, by Rockwell D. Hunt. Silver, Burdett & Co., publishers. 400 pages, 5½ x 8. Price, $1.40.

Doctor Hunt is well qualified to write on California history. He contacted in many ways the scenes and events chronicled in his book. He has written a number of very important books on the various phases of Western history. As dean of the graduate school of the University of Southern California, he has attracted wide attention for his scholarly attainments. The table of contents, the illustrations, the narrative style—all contribute to make this an excellent textbook for seventh and eighth grades. References, search questions, suggestions for further reading, and a pronouncing vocabulary are of special value. Doctor Hunt is to be congratulated for this excellent work on California.

For further information see the announcement of the Sun Life Insurance Company on page 6 of this issue.

WHY DO WE WORK?

WE RARELY PAUSE in our daily labor to ask ourselves this question—we just go on working. If the question does obtrude itself, we seldom answer it coherently.

Yet the answer is simple; nine out of ten of us work because we must. We and those who depend upon us must have food and clothing and shelter.

We *fear* that we may die too soon—so we assure our lives.

But we *hope* that we may live to be old—and we acquire a pension.

When we are old, we still must live, although we may be unable to earn.

With the certainty of a pension, old age becomes something worth hoping for.

Men and women of sixty or sixty-five who have acquired sufficient property to maintain them for the rest of their lives—and there are very few of them—are their own pensioners. Their incomes are derived from the savings of early years. They spent less than they earned.

The civil or municipal servant, teachers, the employee of a bank, financial or other corporation which grants pensions for long service, has paid for his pension. It was part of his remuneration all those years. It was paid for out of earnings.

The old people, whose pensions are the grudging charity of others, pay for them—in terms of humiliation and possibly of privation.

A pension has to be paid for whether one has it or not. It is future comfort purchased at the price of present sacrifice, or present comfort paid for in terms of future sacrifice.

The real concern for everybody is not whether a pension should be provided; it is to provide for it with a minimum of sacrifice.

Retirement Income bonds issued by life assurance companies do not provide a means by which the responsibilities of the future may be avoided—They provide the means by which future responsibilities may be met.

TO TEACHERS AND STUDENTS

THE California School of Fine Arts will open its summer session on Monday, June 26. The session will be held in the building, corner of Chestnut and Jones Streets, San Francisco, Cal. There is prospect of a good attendance. Send in your name. Register now.

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The Western Nature Science Series

THE HARR WAGNER PUBLISHING COMPANY in the publishing of its Western Nature Science Readers is making available for Western Schools a new presentation for the teaching of elementary science. The authors of this series believe that Nature Study rather than pure science should be the basis of an elementary science course. They believe that elementary science should not be placed apart but should be closely correlated to Reading and The Social Studies. This series is of this nature. In the first four grades there is a garden sequence. In the fifth and sixth grades there are five books to be used in exploratory units of work.

Titles published and those in preparation are as follows:

Some of the places where the Western Nature Science Series is being used

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Grade I (In Preparation)

OUR GARDEN

By C. A. MARCY
District Superintendent Manhattan Beach Schools
University of California Extension Lecturer in Nature Study
and
FERNE L. MARCY

The Western home and its nature environment that is of child interest.

Grade II (In Preparation)

GARDEN SECRETS

By C. A. MARCY and FERNE L. MARCY

The Western community and its nature environment that is of interest to children.

Grade III (Published)

THE INDIANS' GARDEN

By C. A. MARCY and FERNE L. MARCY

The third book gives to the child an idea of those things of nature with which the Indians came in contact on land and sea. Drawings in Ben Day color enhance the attractiveness of this book. List price $1.00, net 80 cents.

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Grade IV (Published)

THE PADRES' GARDEN

By C. A. MARCY

The fourth book continues the thought with telling the story of what the padres found in nature and what forms of plant life they brought to the Western shore. List price $1.00, net 80 cents.

Grade V (Published)

THE PIONEERS' PATHWAY

By MAE JOHNSON CORWIN
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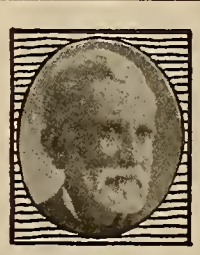

News and Comments -- By Harr Wagner

THE JUNE and July issues of this JOURNAL will have fewer pages than usual. However, the future issues beginning with August will have the regular number of pages, with special programs for Admission Day, Columbus Day, Labor Day, Thanksgiving, Christmas, Lincoln, Washington, Arbor Day, etc. There will be added new departments that will give new interest to the publication.

* * *

A Noted Educator—The Honorable William John Cooper, formerly a pupil in a rural school in California, then a teacher, principal, superintendent at Fresno and at San Diego, State Superintendent of Public Instruction of California, then United States Commissioner of Education, has announced his resignation to accept the appointment of Professor of Education in the George Washington University, Washington, D. C.

* * *

A Teacher of Administrators—Doctor Ellwood Patterson Cubberley retired from active service on his sixty-fifth birthday, June 6, 1933. His work at Stanford University on school administration has been outstanding. His achievement as editor of the Riverside Text Books in education gave him national eminence. His retirement was made a notable occasion, and the tributes to the man and his work were sincere. These educators gathered in his honor.

* * *

Summer Sessions—The seven state teachers' colleges will hold summer sessions. Teachers will find competent faculties keenly alive to the needs and interests of teachers. Mount Shasta, Huntington Lake, Arcata, Santa Barbara, San Francisco, and San Jose offer various interests, mountain, city, and sea. Take your choice. Enjoy your vacation. There is an announcement in detail on page five of this issue. Select the school of your choice.

* * *

A Courageous Statement—Arthur R. Clifton, Superintendent of Los Angeles County, has issued a bulletin to his various boards of trustees urging the maintainence of teacher salary schedules. He makes a very clear and definite statment: "In many districts reduced income will make necessary a reduction in salaries for next year. I regret this, for good teachers are not overpaid. They do not receive more than their share of the material returns awarded to labor. They never have. For years they did not receive a compensation commensurate with the services rendered. Nevertheless, school officials should not obligate the district for more than the amount of the income that can reasonably be expected during the year. *I want to recommend, however, that teacher salary schedules be maintained.* This can be done in various ways to meet the financial situation of this troublesome period. The automatic increase provided by schedules may be granted and a percentage taken from that, which will leave the district in the clear as to the amount possible to use for teachers' salaries, or a cut on the basis of this year's contract may be made. Other plans may be followed. It is essential, I think, for the future welfare of the schools that teacher salary schedules adopted by boards of trustees after many years of shamefully low salaries should not be broken down at this time. I fully appreciate the present feverishness in the thinking of many of our people, and there are sufficient reasons for it, but I do not think that school officials are justified in destroying standards established after years of sacrifice on the part of deserving teachers. The value of the dollar is already decreasing, commodity prices are on the upgrade. Soon rents and all necessities will reflect this change, and to reduce schedules at this time would be a poor policy."

* * *

THE NATIONAL EDUCATION ASSOCIATION, which meets in Chicago the first week in July, has sent out an urgent appeal for new members and for financial support. There is danger that many of its activities for the teacher and the children of the public schools will have to be greatly curtailed unless the membership in the association is kept up to normal. The association had tied up nearly a hundred thousand dollars in one of the recent bank failures. California has been outstanding in its support, having a membership in the association of more than eighteen thousand teachers. Roy Cloud, executive secretary of the C. T. A., has arranged for a special train to carry more than one hundred teachers in California to the convention that will be held in Chicago in connection with the world's fair.

* * *

JEROME O. CROSS, Superintendent of the Santa Rosa city schools during the past three years, has had a cut in the high school tax rate of 44 per cent and of the elementary rate of 22 per cent. With the high school growing at the rate of 150 pupils per year, it has presented quite a problem of financing. In order to get a true perspective of present and future needs the Santa Rosa Board of Education have had Doctors Frank W. Hart and Lare H. Peterson, both of the University of California, make a thorough survey of the Santa Rosa city grammar and high school situation. This report will be used in determining how far curtailment can go and what are the future steps in building up the Santa Rosa system.

* * *

OWING TO THE NEARING completion of the Hetch Hetchy project, Guy Brown, district superintendent of the Livermore grammar schools, will have two less teachers employed next year. Livermore is one of the three lecture centers in Alameda County where Superintendent David E. Martin has had teacher groups at work this year. At Livermore Doctor John Lemos of Stanford University presented a very finely appreciated course in art instruction. All of the Livermore teachers were enrolled in this course.

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Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XXXIX, NO. 6 | SAN FRANCISCO, JUNE, 1933 | PRICE 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

OUT OF THE COLDNESS of a late spring has come June, and with it a feeling that schools and school people will continue to do a good job with threatened curtailments in California not being so severe as seemed possible several months ago.

WITH CERTAIN CABALS the State Legislature and certain tax groups the first of the year intending to tear down everything that had been built up during a period of years, school people were sick at heart. But they had more friends than they imagined in the State Assembly, and so far nothing drastic to education has been put across by these forces.

IN SOME LOCALITIES, though, trustees have gone too far in their economy moves. California is too rich a state even in times of depression to sign up grammar school teachers at seven hundred and sixty dollars ($760) for the school year. With the state apportionment as it is, there should be no grammar school salary less than $1120 or $1200 per year. Yet even cities of twenty-five thousand or over are hiring teachers for as low as $1050 the school year.

MANY COUNTY SUPERINTENDENTS throughout the state are doing as Superintendent Mrs. Lourien E. Elmore of Stanislaus County is doing in advising trustees to spend all of the county and state apportionments of school moneys for teachers' salaries. If they do this, the teacher will receive around $1120 as a minimum.

THERE IS REALLY a feeling in the air that things are getting better. People are starting to spend money that they have been holding back. With this rise of prices that is being seen everywhere, it seems inconsistent that salaries of school people and necessary school expenditures should be continued to be slashed as they are in many instances.

MAY AND JUNE are the months most enjoyable to the bookmen. It is the time of county board meetings and book adoptions. At various county seats they congregate in groups of two to fifteen persons. Sometimes they wonder what the county board members can remember of the remarks of ten salesmen presenting the merits of a hundred books in two or three hours.

THESE ARE THE months when vineyards are coming into their summer green, and the pomegranate trees up the Bakersfield highway and around through Porterville and Exeter are blooming with those blossoms of such vivid red. These are the months when the country parks that surround the county courthouse of such places as Fresno, Merced, Modesto, and Visalia are a mass of freshly greened leaves of elm and sycamore and poplar and the grass lawns are an invitation on the warm days. During these days the coast highway from San Francisco to Los Angeles and from Los Angeles to San Diego is a pleasure to drive. Hills not yet brown are still showing fields of poppies and lupines. Oaks are leafing and the cattle are sleek and fat. From the lettuce fields of Monterey County to the orange groves of Santa Ana, from the flowered streets of Santa Rosa to those of Pasadena, from the snows of Mount Shasta to the hot rocks of the Cuyamaca Range, nature is growing and blooming. And if it was not for the newspapers one would say everything was well with the world.

DURING THE PAST YEAR the South San Francisco Junior–Senior High School, under Principal Guy J. Roney, has increased in enrollment 21 per cent—675 pupils are in attendance. The fact that many factories in South San Francisco are closed has much to do with this increase. Continuation school students have been coming back into full-time work because they were unable to get jobs.

V. BERNARD JOHNSON, district superintendent of the Pleasanton grammar school, has been given a renewed contract.

EPH. L. MUSICK, district superintendent of the Newark grammar school, will send twenty eighth-grade graduates to the Centerville Union High School next term. We still maintain that we have never seen a group of grammar school pupils as a whole such fine writers as is evidenced in the work turned out at Newark. It just proves that such results are an evidence of fine teaching.

A. H. HORRALL, assistant superintendent of San Jose city schools, will again give courses in curriculum construction at this year's San Jose State Teachers' College summer session.

CHARLES W. WIGGINS, district superintendent of the Healdsburg grammar school, is President this year of the Sonoma County Board of Education.

JEROME O. CROSS, Superintendent of the Santa Rosa city schools for the past twelve years, has just been reëlected to his fourth four-year term.

JAMES C. WASLEY, district superintendent of the Alvarado grammar school, believes that the citizens of a community should keep in close touch with what is going on in the classrooms of the schools they support. This is made easy at Alvarado because each Friday there is an assembly in the auditorium at which educational films are shown and the orchestra and bands play, and opportunity is given to pupils to appear before an audience. Fifteen to fifty parents attend these Friday sessions, and it has brought about a fine appreciation of the school work and its problems.

A FINE TRIBUTE

THERE APPEARED recently in the Sacramento *Union* a unique personal account of the administrative work of Charles Colfax Hughes, who has been city superintendent of the public schools of Sacramento for the past twenty-one years. The special writer on the *Union* addressed Superintendent Hughes as follows:

TO CHARLES COLFAX HUGHES,
Superintendent of Sacramento City Schools:

DEAR CHARLES—Several of us were chatting the other day and the subject veered around to you. One remarked you must be an able politician to hold on to the superintendency of schools in one city for twenty-one years as you have done.

The tendency is to become pedagogic, single-tracked and narrow after being associated with school systems for a long time. You have avoided such pitfalls. You maintain an elastic attitude toward your work and you are not afraid to accept the new things as they come along. While here you have never hesitated to pioneer in education.

Sacramento has a junior college, junior high schools, modern curricula—all the advantages that any school system has. When you came here in 1912 it had none of these things. The school population then was less than seven thousand. Today it is in excess of twenty thousand.

School Board members have come and gone, principals have been elevated to office and been retired, but despite your sixty-five years you keep on year after year and if anything get younger ideas with each birthday. No major educational change occurs anywhere but what you get wind of it, and bring it to Sacramento if you think it worth while. There is little wonder you are one of the few school superintendents to be listed in "Who's Who."

While the board takes the credit for school improvements, we all know the superintendent is the mainspring of the system. Tracing back over board records, we find you initiated the important changes. Your advocacy brought the junior college and junior high schools. You reported you favored the changes and wanted no makeshifts. You had to accept them, but finally have achieved your goal of a complete junior school setup.

Few Sacramentans know you are a native of Indiana, that you are a Stanford graduate, that you pioneered the platoon system nationally, that you were superintendent at Alameda before coming here. They know you have been active in civic affairs, have been quite a "joiner" and belong to numerous clubs, fraternal organizations and societies.

Your hobby is a beach cottage on the Pacific. Your favorite sport is football and Pop Warner's retirement at Stanford must have been quite a wrench to you. With your three boys, you've become aviation-minded and interested yourself in what the young people are doing.

While superintendent your life has been no sinecure. There are those who say today your office expense is too great, that a change ought to be made and talk of that sort. You ride through it all serenely. If expenses must be cut, you reduce them. If your plans are knocked awry by conditions of the times, you patiently await the day when you can carry them out to complete advantage of the schools.

For a score of years your entire existence has been devoted to the Sacramento schools. You've helped build them up and you've advanced their standing in the face of criticism and efforts to run you out. No doubt it's been a terrific strain, and on many an occasion you've no doubt been discouraged. Yet, with all the troubles, you can feel pride in your accomplishments and know you've set an enviable record in the time you have been here.

While most cities are struggling with their school affairs, Sacramento is completing a new building program, has revamped its budget to meet present income and has underone little dispute about its educational facilities. The board and your associates share the credit with you for what Sacramento has achieved educationally.

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LIBRARY NEWS

California School Library Association, Northern Section

By ELIZABETH I. PATTON,
Chairman Publicity Committee, C. S. L. A., Northern Section

As we approach the end of another school year, the time has arrived to review the activities of the California School Library Association, Northern Section. By constant recapitulation, it is hoped the benefit the experience of others and continue to build up the structure of a stronger organization.

Under the able leadership of Miss Florence Baker, librarian of Technical High School, Oakland, and her committees, the organization has largely increased in membership. With this increased incentive many forward steps have been taken to advance and aid the profession of librarianship.

An added administrative feature of the organization that has proved most helpful has been the formation of a central council. This council is composed of the elected officers and the chairmen of each committee. This has led to a close coöperation among the committees, so that each one knows more of the work of the others.

The professional committee undertook the study of the status of the librarian in the schools. Hearing of the proposed revision of state credentials, they immediately sent out questionnaires to find out the present status of the librarian and if possible the status desired for the future. A compilation of the answers has served as a working basis for their suggestions to the State Department of Education, with whom they have kept up a close contact.

Librarians are always looking for suggestions for purchase. They may want new books or they may be looking for inexpensive reprints. The book committee has attempted to fulfill this need by the editing of a mimeographed pamphlet known as "Book Notes." This has served as a medium of exchange for information about books and problems concerning book selection and book buying. The notes have been particularly valuable because they are sent in by various librarians who have found them of special value. A further service of this committee has been the arrangement of the delightful book luncheons at the various meetings. At each one of these meetings, some noted author or librarian has been prevailed upon to come and bring of their rich and varied experience to the librarians. Another addition to the activities of the energetic book committee has been radio broadcasting. Books for younger children was the theme of a talk sponsored by Mrs. Eleanor Bauman, David Lubin elementary school, Sacramento, and broadcast just before Christmas over the National broadcasting network as far east as Denver as part of the *Womans Magazine of the Air* program. At the time this program was given, the attention of the mothers was called to the work of the California School Library Association, and they were invited to write to the book committee for advice on book selection. Many mothers availed themselves of this privilege.

In this time of financial distress, the standing committee of service to small schools under the chairmanship of Miss Helen L. Price of University High School, Oakland, has found itself with more than its share of work to do. Even though Miss Price and her committee have their own problems, occasioned by lack of finances, they have willingly given of their knowledge and time to this cause. This committee gives service wherever and whenever it is requested to those small schools that cannot employ a trained librarian. They are more than glad to help the teacher in the small school who finds a room with books and instructions to organize it thrust upon her. One item of interest in the annual report of the committee was the change of requests. Practically no requests have been received for aid in the planning of new libraries or for suggested book lists for new purchases. Instead, have come questions concerning free material, caring for pamphlet material, and other questions that show that all alike are endeavoring to give the most service possible with the material at hand.

The different phases of the school departments have been represented by individual committees who have studied the various problems confronting them. These have included committees made up of representatives of their respective groups for librarian of teacher colleges, junior colleges, senior high schools, junior high schools, and the elementary schools. For the most part, their work has stressed the status of the librarian of each group and the amount of instruction in the use of the library that each one is able to give.

The publicity of the organization has been carried on by the publicity committee. Notices of the various meetings have been placed in the local papers and from time to time articles telling of different phases of the association work have been sent to the educational periodicals. These periodicals have been most gracious in printing the material sent.

The state and regional meetings of the California School Library Association, Northern Section, have been inspirational, informational, and entertaining. The first meeting of the year was the regional one held at Fresno in October. The guest speaker for this occasion was Doctor Carl P. Russell, field naturalist, United States National Park Service. Not only did Doctor Russell speak to the association, but he very generously offered to compile a bibliography on the national parks in California. This bibliography appeared in the February, 1933, issue of the "California School Library Association, Northern Section, Bulletin." It is also interesting to note that Doctor Russell is the author of a recent publication from the Stanford University Press, "One Hundred Years in Yosemite."

In December the association met with the Library Section, California Teachers' Association, at the meeting at the High School of Commerce in San Francisco. The junior high school library was stressed. George Axtelle, principal, Lockwood Junior High School, Oakland, chose "The Junior High School Library in Terms of Educational Trends" as his topic. Mr. Axtelle is a very enthusiastic believer in the importance of the school library, and his wide and varied experience in the junior high school made him more than able to discuss this subject intelligently. Following his address, some time was allowed for group discussion, at which time several junior high school principals joined in the discussion.

Fortunate indeed was the association in being able to secure Laura Adams Armer also as a speaker. Mrs. Armer is the author of "Waterless Mountain," which received the Newberry Medal for the most distinguished contribution to American literature for children in 1931. "Waterless Mountain" is a book for all ages and is a beautiful story of a present-day Navajo Indian boy. In her talk, Mrs. Armer described the character of the Navajo country and explained its influence on the cultural and spiritual life of the people.

Even though institute days can be most busy, the librarians found time to have one evening of entertainment and fun at the Swedish Applied Arts in San Francisco. The entertainment included a delicious Swedish dinner, an exploration of the fascinating displays of exquisite weaving, needlework, and other forms of typically Swedish domestic art, and last, but not least, a delightful demonstration by the hostess and her protégés of Swedish dances.

The status and credentials of the librarian being the questions uppermost in the minds of the librarians, Mrs. Evelyn A. Clement of the division of credentials of the State Department of Education consented to attend the February regional meeting at Santa Rosa. She was most helpful in answering questions and receiving suggestions from the librarians present. The book luncheon that day featured the highlights of the South American trip of Miss Jewel Gardiner of the Professional Library of Sacramento. Miss Gardiner's vivid description of her trip made more than one envious of her good fortune.

A part of the unusual program of each year has been the joint meeting of the Northern and Southern sections of the association. This year, the meeting was scheduled to be held in Oakland, preceding the meeting of the California Library Association. Due to the fact that it was impossible for the librarians of the Southern Section to get here at that time, it was agreed that this meeting should be postponed until the fall, when it will probably be held in Fresno.

The final meeting of the year was held in San Jose in May, with Miss Joyce Backus of the Teachers' College Library as the official hostess. A business meeting, with the reports of the fine work of all the committees, took up the time of the morning session, held in the attractive library of the Peter Burnett Junior High School. Following the luncheon at the State Teachers' College, Doctor MacQuarrie, president of the college, welcomed the school librarians, and Miss Girdner, chairman of the book committee, presented Miss Harriet Eddy, who spoke on "Schools and Libraries of Russia Today." Miss Eddy is one of the organizers of the far-famed California County Free Library System, and was invited by the government of the Soviet Union to come to that country and help them with their libraries. She gave a most interesting account of her visits there and of their educational systems.

No organization is complete without some publication whereby the members are kept in touch with the work that is being carried on. Besides the "Book Notes" already mentioned, the association sponsors an official publication known as the "Bulletin of the California School Library Association, Northern Section." The "Bulletin" is published three times a year, and this year, after some years of experimentation, has taken on a dignity and air appropriate to such a profession. The reports of the year's work of each committee were published in the May issue of the "Bulletin," and may be secured from Mildred Meymer, Roosevelt Junior High School, San Francisco, at 25 cents a copy.

Officers for California School Library Association, Northern Section, 1933–1934:

President, Jewel Gardiner, Teachers' Professional Library, Sacramento city schools; vice president, Vera Denton, Lockwood Junior High School, Oakland; secretary, Hollis Knopf, Marin Junior College, Kentfield; treasurer, Gertrude Memmler, Berkeley High School, Berkeley.

Amador County Library Building Dedicated

THERE WAS NOTHING perfunctory in the dedication on May 24 of the building for headquarters of the Amador County Free Library, for it represented the realization of a hope long deferred. In 1923 funds had been set aside by the Board of Supervisors for its erection. Over a period of ten years three successive county librarians—Miss Frances Burket, Miss Bertha Taylor, and Mrs. Henrietta G. Eudey—had visualized a county library building on the vacant lot adjoining the courthouse. On the date of dedication Mrs. Eudey, County Librarian, had the pleasure of greeting in her attractive, convenient new quarters her two predecessors, county officials, a large gathering of county people, and a number of visiting librarians.

The meeting was opened with an invocation by the Reverend Upton E. Partridge and the singing of "America" by the assemblage, led by F. A. Ball, rural school supervisor.

In her prefatory remarks, Mrs. Eudey expressed her appreciation of her Board of Supervisors, who were all present, and introduced D. V. Ramazzotti (chairman), John Orr, Frank Devencenzi, Ben Sanguinetti, and Anson V. Prouty.

The speakers on the program were people directly interested in the success of the Amador County Library. The first, D. V. Ramazzotti, was a member of the board of supervisors who established the county library on June 2, 1919. In a delightfully direct manner he told of the unforeseen obstacles the Supervisors had met and overcome before the building became a reality. He stated that the bricks, clay, and practically everything used in the construction of the building were products of Amador County, and the labor was done by local men. In presenting the building to the people he emphasized the usefulness of the library and expressed his desire that they should avail themselves of its privileges.

Mrs. Eudey introduced Mrs. May Dexter Henshall as the organizer of the Amador County Library and her subject as "Amador County Library in Retrospect." Mrs. Henshall gave a brief résumé of its history and development, and touched upon her many pleasant memories of Amador County people and places. She spoke of the amazing increase in the use of libraries during this period of unemployment and cited as a local illustration an increase in circulation of four thousand during the year from the community branches of the Amador County Library. She commented on the fine stabilizing influence Mrs. Eudey has exerted over the Amador County Library in the seven years she was assistant and five years she has been County Librarian.

At the close of Mrs. Henshall's talk, Mrs. Eudey announced the following librarians as guests: Miss Cornelia D. Provines, Sacramento County Library; Miss Minette Stoddard, Merced County Library; Miss Edith Gantt, Solano County Library; Miss Frances Burket, Sutter County Library, and Miss Bertha Taylor, head of Prints Section, State Library. Keen appreciation of the new building was expressed by Miss Burket and Miss Taylor.

The chief speaker was A. L. Pierovich, State Senator for Amador, Alpine, and El Dorado counties. His fine appreciation of books and library service was evident as he cited authors and characters of all ages and brought them so graphically before his audience that they seemed alive and present in the volumes on the surrounding shelves. He expressed appreciation of the Supervisors and other people who had made the county library a reality in Amador County. He closed with a tribute to Otto Garver, who erected the library building. He said his character was so fine that those who knew him could say he was a builder of men as well as buildings.

Congratulatory messages were read from Miss Mabel R. Gillis, State Librarian; Mrs. Sabra R. Greenhalgh, former school superintendent of Amador County, who was the leader in the movement in 1919 to establish a county library for Amador County; Mrs. Faye K. Russell, librarian, Glenn County Library; Miss Joy Bell Jackson, librarian, Tuolumne County Library; Miss Ellen Frink, librarian, Monterey County, and O. H. Close, Superintendent, Preston School of Industry, where a branch of the county library is established. Mrs. Maude E. Parker, librarian, Preston School of Industry, attended the dedication.

Miss Frances Schacht, assistant in the Amador County Library, delivered most impressively an "In Memorium" for the people who had worked for a county library for Amador County but had not lived to see it located in its own fine building. She spoke particularly of V. S. Garbarini, the widely known former Supervisor of Amador County and chairman of the original library building committee, and of the universally beloved Otto Garver, the contractor, who accidentally lost his life while constructing the building.

The program was interspersed with delightful music by a soloist and a trio of stringed instruments. Benediction was pronounced by Father Kearney.

The assemblage was given an opportunity to see the building. During this social period light refreshments were served in the school library department, with the wives of the Supervisors and representatives of the clubs at Jackson, Ione, and Sutter Creek acting as hostesses.

In the evening the library was again open to visitors.

Margaret Livingston

WHEN THE COUNTY LIBRARIANS of California held their annual meeting in Oakland on April 9, Miss Margaret Livingston, librarian, Orange County Free Library, was present as usual. She came knowing that death awaited her in the immediate future and it was to be her last opportunity to greet her many library friends. With that rare spiritual strength she possessed, she kept her counsel, composure, and cheery smile throughout the meeting. On May 3 she passed away at her home in Santa Ana.

Miss Livingston was a graduate of Carlton College, Northfield, Minn., and of the Los Angeles Library School. She was appointed the first librarian of the Orange County Free Library and started it on August 1, 1921. During the twelve years she was librarian she developed excellent public library service for rural and small-town communities through twenty-three community branch libraries and specialized school library service to fifty-one school branches.

Prior to 1921 Miss Livingston had served as an assistant in the Tehama County Library and as librarian of the Colusa County Library.

In addition to her professional activities she entered into the civic and social life of the communities where she lived and made many friends. Her rare personality endeared her to all. The Reverend Perry F. Schrock, pastor of the Santa Ana First Congregational Church, expressed at her funeral the feeling in the hearts of her host of friends when he emphasized the spiritual beauty and value of Miss Livingston's life. He said that, instead of feeling grief at the passing of one to whom death could come only as a release from human suffering, there should be a spirit of thanksgiving that the community had been enriched by a dozen years of association with so beautiful a character.

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WESTERN SCHOOL NEWS

The San Jose high school faculty, alumni, and student body are arranging for a permanent memorial to R. B. Leland, who passed away recently. Write to R. B. Lathrop, chairman of the R. B. Leland Student Aid Fund, San Jose, Cal, for particulars.

Blanche Galloway, Madera County librarian, has an interesting article in the May bulletin of the American Library Association on "Library Service to the Camps of the Unemployed."

The California School of Arts and Crafts, Oakland, has issued an illustrated bulletin of the twenty-seventh annual summer session, which will be held from June 26 to August 4, 1933. The illustrations are most artistic and make the bulletin worth while to file with your other artistic productions. Write for one to California School of Fine Arts, Oakland, Cal.

W. E. Smith, the well-known hotel manager, formerly of the Hotel Virginia and Stratford, has taken over the management of the Spaulding Hotel, 240 O'Farrell Street. This hotel is convenient to all downtown theaters, shopping districts, etc. It is well conducted. Very reasonable rates, rooms with bath as low as $1.50 per night, permanent guests as low as $7 per week. Several members of Mr. Smith's family are well-known public school teachers. Superintendents, teachers, and others will always find a cordial welcome at the Hotel Spaulding.

Mrs. Mabel Hale O'Farrell, principal of the Logan elementary school for thirty-three years, San Diego, and in the department of education for forty-one years, resigned recently. Mrs. Hale made a wonderful record in the teaching profession, and her many friends wish her many years of comfort, pleasure, and leisure.

The Santa Barbara city Board of Education abrogated its contract with Paul Stewart, the well-known and popular superintendent. The legal rights of the superintendent will probably be adjusted in the courts. He has been city superintendent of Santa Barbara for fifteen years.

Forest V. Routt, who was succeeded by Ben N. Gibbon of National City as superintendent of schools of Alhambra, has been elected at Martinez to succeed Professor Van Vorhis, who has been at San Mateo. Mr. Routt was at Alhambra for twenty-six years.

Miss Dorothy Wents of Fullerton was elected on June 6 as Orange County librarian, to succeed the late Margaret Livingston. Miss Wents was Miss Livingston's chief assistant.

The United States Bureau of Education has issued a circular with the names of twenty superintendents who have served in the same position for thirty-two years. The name of George W. Hall of San Mateo was the only Californian included in the list. We have a number of men—like Dan White of Fairfield, C. H. Camper of Chico, G. P. Morgan of Tuolumne, J. D. Sweeney of Red Bluff, C. L. Geer of Coalinga, Ansel Williams of Stockton, R. B. Haydock of Oxnard, W. T. Helms of Point Richmond, Thomas McQuiddy of Watsonville, George Alhee of Eureka, J. S. Hennessy of Grass Valley, James P. Davis of Hollister—who have served efficiently in their various districts for many years and deserve honorable mention. There are others. Send the editor your record and we will send it on to Washington, D. C.

Governor Rolph vetoed the bills which abolished the county teachers' institute and the annual convention of school superintendents. The county institute has been one of the most important features of progress in our educational system. The annual convention of superintendents has also contributed to our progress. The superintendents appreciate the Governor's interest in their work and the consideration he has given to so many vital problems of school legislation.

President Roosevelt appointed George Frederick Zook as United States Commissioner of Education, May 25. Doctor Zook is a native of Kansas (born 1885), and took his doctor's degree at Cornell University. He has been president of Akron University, Akron, Ohio, since 1925.

Governor Rolph signed the bill abolishing the high school principals' convention, but he vetoed the bill which would have closed many of our kindergarten schools and placed many of our kindergarten teachers on the roll of the unemployed.

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Dean of the Summer School of your choice:

1. Mount Shasta Summer Session,
   One term, six weeks, June 17–July 29.
   State Teachers College, Chico.
2. Sierra Summer School at Huntington Lake,
   One term, six weeks, June 26–August 4,
   Biological Field Trip, August 7–August 18.
   State Teachers College, Fresno.
3. Humboldt Summer School,
   One term, six weeks, June 19–July 28.
   State Teachers College, Arcata.
4. San Diego Summer School,
   Three terms: six weeks, June 26–August 4; three weeks, August 7–August 25; nine weeks, June 26–August 25.
   State Teachers College, San Diego.
5. San Francisco Summer School,
   Three terms: six weeks, June 19–July 28; three weeks, June 19–July 7; three weeks, July 10–July 28.
   State Teachers College, San Francisco.
6. San Jose Summer Session,
   Three terms: six weeks, June 26–August 4; three weeks, June 26–July 14; three weeks, July 17–August 4.
   State Teachers College, San Jose.
7. Santa Barbara Summer Session,
   One term, six weeks, June 25–August 4.
   State Teachers College, Santa Barbara.

JULY, 1933

THE WESTERN JOURNAL of EDUCATION

News and Comments -- By Harr Wagner

Educational Leadership.—Willard E. Givens, Superintendent of Oakland schools, touched high-water mark in an urgent appeal for educational leadership in an address before the N. E. A. in Chicago recently. We do need outstanding leadership—men and women who are capable of planning not only an economic budget, but of reorganizing the school system so as to get the maximum of results with the minimum of cost, always keeping in mind the necessity of training the child to be a self-supporting, loyal, and capable citizen. Givens said the teachers must "take the position of leadership until recently held by bankers, politicians, industrialists, capitalists, and other profit seekers." They must, because the country faced "a possible collapse of its economic order," end their "more or less unconscious defense of the status quo," he declared.

Teachers never have been allowed full citizenship, Givens said, because they have never been allowed to discuss political issues.

Human Resources.—Harold Ickes, in speaking before the N. E. A. in Chicago, July 5, predicted an American dark age if the public schools were "devitalized by economies." He said:

"An intelligent government and an intelligent citizenship do not spontaneously grow. They must be fashioned by carefully fabricated intellectual tools. Our chief interest as a government, therefore, is education. Any roots of our system of free and universal education may prove to be a fatal economy. To be great and noble and free, America must be educated.

"If at this critical stage we continue to deny educational opportunities to literally millions of our children, our country will suffer when those millions, uneducated, undertake the responsibilities of government.

"What we are going to do about our schools is the most important question before the American people. Shall we maintain them on such a basis as will equip our children as citizens in a self-governing republic, or are we going to let them slip back into an era of unenlightenment, bigotry and ignorance?"

A Fellow Feeling.—A patient in a hospital shares somewhat in the pain and suffering of those about him. He is not an isolated unit of humanity. He is just a part of it. The nation at this time is just a large hospital; the citizenship is financially sick. When we looked over our advertising and subscription lists, we decided to economize in reducing the pages of THE WESTERN JOURNAL OF EDUCATION during the vacation numbers. Now comes along the *Chicago Schools Journal* combining the January to June numbers in one issue, and *School and Society* gives the following item about the *Journal of the National Education Association:*

"The May and June issues of the *Journal of the National Education Association* have been combined. An editorial note says: 'The next issue following the summer vacation will be the October number. For a time it was hoped that the payless paydays which the members of the staff have voluntarily assumed would enable the association to avoid combining two numbers in this way. But the bank panic tied up a part of the association's funds in a closed bank and cut off current income just at a time when funds were needed to finance the special work which the association is doing to meet the emergency in education. The officers and staff are making every effort to conserve funds and to start the new school year in as strong a position as possible.' "

Guidance.—Doctor Grayson N. Kefauver, dean of the School of Education, Stanford University, has a very scholarly—or should we say academic—article in *School and Society* of June 17 on "The Guidance Program and Distinctive Function of Secondary Education."

Guidance is one of the most important subjects educational leaders must consider today. With more than one-tenth of the population of San Francisco unemployed and supported by the city and the millions throughout the country standing at attention to take any job that is offered, no matter how poorly they may be prepared for it or how distasteful it may be, the time has come for intelligent direction. Bertrand Russell, who is at the present time living among the peasants of the Sierra Nevada, Spain, claims they have solved their problems with the hoe, the ox team, and the goat. Perhaps, if we were to train in our schools, colleges, and universities less for professionalism and more for a state of living, it would tend to solve the unemployment situation. Dean Kefauver sums up objectives of program of guidance as follows:

"The nature of the service rendered by the program of guidance can be seen in the following objectives of guidance taken from a comprehensive statement made after an analysis of the liaterature on guidance, objectives of existing programs of guidance, and judgments of specialists in guidance. (1) Guidance aims to give students an understanding of the social, recreational, health, and vocational activities in which they will continue to participate after leaving school, and the need of education preparatory for such participation. (2) It aims to help students to discover interests and to form accurate judgments relative to the extent of their abilities in different types of activities. (3) It aims to acquaint students with the schools, courses, and other educational provisions which best prepare for such activities. (4) It aims to help students to select the activities in life in which they will participate and in which there is large promise of success and happiness for them. (5) It aims to help students in planning an educational program which will best prepare them for their chosen activities, giving appropriate recognition to the need of education for the social, recreational, health, and vocational activities. (6) It aims to distribute persons to the activities in society so that social needs may be best served. Improvement of the occupational distribution of workers should cause human talents to be more completely used and wealth to be more equitably distributed. The aims related to adjustment are not given, since they are not directly relevant to this consideration of distribution."

Notice—The August issue of this Journal will contain a complete program for the celebration of Admission Day in California

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Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XXXIX, No. 7 | SAN FRANCISCO, JULY, 1933 | PRICE 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

IN KEEPING with the times, the attendance at the various summer sessions in Southern California has greatly decreased this year. Unofficial figures give the enrollment at the University of Southern California about 55 per cent of that of last year, or in the neighborhood of 2700 students; the University of California at Los Angeles, 1300 to 1400 students; the San Diego State Teachers' College, 400 enrollment, and the Santa Barbara Teachers' College around 250 in attendance.

AT THE University of Southern California summer session there was a several day conference on supervision under the guidance of Doctors Hull and Ford. Many leading superintendents of the state took part in discussions pertinent to supervision problems.

DURING THE University of California at Los Angeles summer session there was a two-day conference of junior and senior high-school teachers. The general theme of the conference was the integration of educational work. Arthur Gould, deputy superintendent of Los Angeles city schools and a member of the U. C. L. A. summer faculty, was general chairman of the session. Doctor Gordon S. Watkins, dean of the summer term; Doctor W. B. Featherstone, director of research for secondary education for Los Angeles City; Miss Edith M. Hodgkins, and Miss Mary Macready were on the program.

IN THE LAST ELECTION, four new members (a majority) were elected to the Los Angeles City Board of Education by an overwhelming majority. This majority is acting upon the premise that the citizens of Los Angeles were not in harmony with the kinds of retrenchment advocated by the previous board. Consequently, they are following President Roosevelt's program of keeping salaries at a fair schedule and are seeing to it that every full-time teaching position is filled. Some eleven hundred teachers who were dismissed by the previous board in order that they might not achieve tenure are being reinstated. Doctor E. W. Hauck, a member of the new board, was for years head of the Reedley high school and junior college, and is acknowledged to be one of the strongest members with an educational outlook ever upon the Los Angeles City Board of Education.

JAMES G. FORCE, Superintendent of Monterey County Schools, has made a strong and successful fight for the maintenance of educational standards in his county. He has assisted his board of trustees with financial counsel in the making of their budgets and has advised against unnecessary drastic cuts.

MELROWE MARTIN, district superintendent of the Salinas high school and junior college, has had a most successful year, especially in relation to the work of the junior college. Eighty-eight per cent of the thirteenth year are already enrolled for the fourteenth year. Graduates of the Salinas Junior College at the University of California have been succeeding with fine grades, and many have been awarded scholarships. Though the Salinas Junior College is stressing the academic side for further college work, they have not lessened emphasis upon other courses. Two hundred and twenty-five students were enrolled in the junior college this last year.

WHILE the Salinas schools are organized under a dual system, with Superintendent R. D. Case in charge of the elementary system and Superintendent Melrowe Martin in charge of the high school and junior college, there is close coöperation between the two men. At the end of the school year every pupil from the first grade through the thirteenth year has had his program and schedule arranged for the opening of the fall term so that the opening day could see the start of regular school work.

JOHN KRONE is principal of the Fremont School, Hollister.

MRS. ELEANOR WHEATON TOWNSEND, San Benito County Free Librarian, delivers personally some six hundred library certificates to the children of the San Benito County rural schools at graduation time. The presentation is looked upon as a great event.

THE SAN LUIS OBISPO city schools, under Superintendent Charles E. Teach, have weathered the economic storm better than the average community. This next year there will be an additional 5 per cent decrease in salary, with the first $1500 exempt.

C. F. MERCER, district superintendent of the Lynwood Schools, will have some $20,000 worth of repair work as a result of the recent March earthquake. Mr. Mercer is pleased with the fact that the last school buildings finished before the quake withstood the shocks without any damage.

THE COMPTON elementary schools under Superintendent W. J. Gastrich were very badly wrecked in the quake. These schools will have to be rebuilt completely; $250,000 is being asked of the Reconstruction Finance Corporation. School was carried on these last few months and will be carried on next year in Celotex bungalows until the new buildings are ready. Two sessions per day are held.

The Western Journal of Education

HARR WAGNER, EDITOR

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Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

WESTERN SCHOOL NEWS

MISS CAROLINE SWOPE's Summer School at Santa Cruz is well attended, considering the economic condition of the teachers. The school was in session from June 24 to July 14 and will be held in Long Beach from July 26 to August 24. Miss Swope's success is due to the fact that she specializes on progressive methods of teaching elementary subjects.

IRMAGARDE RICHARDS, author of "Our California Home," adopted by the State Board of Education for use in all the schools of California, fourth grade placement, is doing research at Stanford University on curriculum work and is also writing a book for school use on Mexico.

HOMER F. AKER and Vanza Nielsen Aker of Arcadia, joint authors with D. Lloyd Nelson of Arcadia of a new type of social history on the beginnings of civilization entitled "Yesterday, the Foundation of Today," are spending their vacation in Utah.

THE SUMMER SCHOOLS in the various Western states are realizing a heavy loss in attendance. The failure of many school districts, city districts, and state systems to adopt a definite budget and plan has caused teachers to cut out the expenses of summer school from their budgets.

FIDELLIA JEWETT, for many years a teacher in the San Francisco Girls' High School, passed away recently at the age of 89. Miss Jewett left a modest fortune of $45,000. She gave many bequests, including one of $5000 to Doctor Lillian J. Martin, author of "Mental Training of the Child of Pre-School Age," "Salvaging for Old Age," and others.

MISS JESSIE GRAY of the Philadelphia School Department was elected president of the N. E. A. for the year 1933–34. It is seldom that a classroom teacher is given such a distinctive honor. Miss Gray is to be congratulated on her election to the leadership of the greatest teachers' organization in the world, and the teachers are to be congratulated on having for their leader one who is actually a classroom teacher. Miss Gray is a teacher in the Thadeus Stevens Training School, Philadelphia.

THE *Chicago School Journal* for January–June number is devoted to the N. E. A. Greetings from William J. Bogan, City Superintendent of Chicago; Francis G. Blair, State Superintendent of Illinois; Edward J. Kelley, Mayor, and others were contained in this issue. The *Journal* also contains a very interesting article, illustrated, on "A Century of Progress in Education in Chicago."

VAUGHAN MACCAUGHEY, editor of *The Sierra Educational News*, 155 Sansome Street, San Francisco, has issued a very interesting circular giving the subjects of his various lectures and a statement of his various activities since 1887, or rather since the completion of his college days at Cornell University. Vaughan MacCaughey has a charming personality, a delightful platform presence, and a fascinating way of presenting his material. Write to him for circular, and you will not regret it if you place him at the head of your list for a lecture during the season of 1933–34. J. ANNABEL REED SCOTT of the educational department of the San Diego city schools is spending her vacation in Europe, with special interest in Spain. Mrs. Scott began her work as a teacher in San Diego in the early nineties, then in Alaska, then the Philippines, then China, and back to the city of San Diego. Always progressive, always efficient, she has had a varied and an interesting life. She has been a subscriber to this journal since 1895.

MARJORIE STUART, principal of the Jefferson School, San Francisco, has retired. She has given many years of devoted service to the school children of California and has been a progressive worker for the betterment of the teaching profession. Mrs. Stuart was one of the most efficient of the original workers for the state pension in 1910, and has been honored as the president of the Kate Kennedy Club and the San Francisco Teachers' Association.

THE N. E. A. REGISTERED 15,000 teachers at the Chicago convention, July 1 to 7. There were 183 delegates from California and 368 teachers. The California breakfast was a great success. There were 240 at the breakfast, and a number were unable to secure seats. California, as usual, under the leadership of Roy Cloud, Willard Givens, Joseph Marr Gwinn, and others, was one of the leading factors in the success of the meeting.

MRS. FLORENCE PORTER of Bakersfield, Cal., has been appointed a member of the State Board of Education. Mrs. Porter is secretary of the Board of Education, Bakersfield. She is also secretary of the California State Association of School Trustees, an active member of the Parent–Teacher Association, and various other organizations. Mrs. Porter's background of experience and natural ability will make her a useful member of the State Board of Education.

SELDEN SMITH, who is one of the important members in the partnership of Ginn & Co., reports that Harry H. Wood, Lee H. Griffin, and H. C. Lucas have been admitted to partnership. Mr. Smith recently made an extended visit to Boston, where the main offices of Ginn & Co. are located.

THE State Board of Education, at its meeting on Saturday, June 9, in San Francisco, granted the petition of Placentia for the establishment of a new high school.

SUPERINTENDENT HEPNER was given a vote of thanks by the city Board of Education of San Diego for his coöperation in his offer to have his salary cut from $8700 to $6000. The new school budget represents a saving of 13.11 per cent over 1932–33.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library

Radio Carries Library Message

By MABEL R. GILLIS, *State Librarian*

[Editor's Note: A broadcast was given on May 22 in San Francisco over KPO by Miss Mabel R. Gillis, State Librarian, in which she told of the service of the State Library and the county libraries to the people of California. The broadcast was in the series sponsored by the League of Western Writers. Mrs. Frederick H. Colburn in charge. The following articles were the radio messages given by Miss Gillis.]

THE CALIFORNIA STATE LIBRARY

Many people, even in Sacramento itself, say on their first visit to the State Library, "I had no idea of what you have here and of the work you are doing;" and some of them forever after bring their friends to the library as a place that should be seen not only to be appreciated, but to be believed.

And so I am taking it for granted that the greater number of those who hear me have not seen the State Library building nor been fully conscious of State Library work, and I shall proceed accordingly.

The building itself is one of two capitol extension buildings authorized by the people in 1914 and after many delays finally completed and occupied in 1928. Planned for the particular needs of a library, it admirably serves its purpose and also provides expression for many artistic features. A skillfully sculptured pediment takes its place above the inscription "Into the Highlands of the Mind, Let Me Go," a sentiment which puts one immediately into the mood for books and learning. Inside is a war memorial vestibule impressive with huge black Italian marble columns and a beautifully executed mural decoration depicting the history of warfare. This is the work of Frank Van Sloun, San Francisco artist.

The courts and the Attorney General occupy the first floor of the building and above that are three floors devoted to the library. The State Department of Education occupies the fifth floor.

In the reading-room on the third floor is a second striking mural painting, the work of another San Franciscan, Maynard Dixon. This shows the progress of California through its two chief contributors, the Spaniard and the Anglo-Saxon. In the delineation of types of the two nationalities and in the choice of colors blending so effectively with the books on the shelves, it makes an outstanding contribution to California's art.

In the public catalogue room two very beautiful statues in green bronze, one typifying Inspiration and the other Wisdom, are set high against leaded windows and add greatly to a room already most satisfying in its proportions and coloring. These statues were made by a New York sculptor, Edward Field Sanford, Jr., who was responsible also for the pediments and the other sculptured figures on the outside of the building.

So much for the high lights of the artistic features of the building, in addition to which should be noted the taste with which it has been decorated and furnished and the feeling of dignity, quiet, and peace which it expresses.

The work of the State Library is twofold —a reference and loan service to state officers and other state workers and a supplementary service to all other people of the state through their local libraries. This is carried on by means of several departments or sections, more or less specialized.

The State Library was organized first as a law collection, and the law section has always been a very important part. Today it consists of over sixty thousand volumes—reports, laws, and statues, textbooks, legal periodicals, law dictionaries and encyclopedias, court records, and similar legal material. It is this section which plays the largest part in legislative reference work, and its legal treasures are of value at all times not only to state officers, including the legislators, but also to attorneys throughout the state.

The law section has always been the fortunate recipient of splendid gifts from the very beginning, when John C. Frémont and our first governor, Peter H. Burnett, turned over their law collections to the State Library, down to the latest contribution—a valuable special collection on community property laws presented last summer by Lloyd M. Robbins of San Francisco. This consists of over two hundred volumes, beginning with the earliest Spanish law and covering also community property in the French law, the Dutch, Mexican, and American. This may be consulted in Sacramento at any time. It is considered an invaluable aid to the student of the subject of community property.

Closely allied to the law and legislative reference section is the government documents department, in which is gathered a collection of city, county, state, federal, and foreign official publications on every conceivable subject, many of great value. Here may be found the reports of the departments of our own state, running back to their very inception; here, too, are the publications of our government, with the check lists which make them readily available. This section is of value to all who make studies of governmental functions and of the projects on which state and federal agencies report.

The State Library collection of material is of such variety that it may be interesting to review it in some detail.

First, there are the books on California and the books on all subjects by California authors. The book collection includes many rare items not to be found elsewhere in the state. It covers all California subjects from the purely historical to the purely literary, including a collection of California fiction for the use of the student of literature. Fiction is not purchased by the State Library except for this special California collection.

A large collection of California periodicals is interesting and valuable, including a complete file of *The Pioneer,* the first magazine in the state, and complete files of *The Overland, Hesperian, Hutchings,* our first illustrated magazine, and *The Californian.*

We are justly proud of our newspapers, which are housed in an especially constructed stack and which now number over thirteen thousand bound volumes. These cover the history of the state from 1846, when the first newspaper, *The Californian,* was printed at Monterey, down to the important dailies and weeklies of the moment. To make these newspaper files of greatest value, they have been indexed, and by reference to these index cards events of interest or significance can be easily located, with the newspaper accounts about them. This index covers the whole period from 1846 to date.

The manuscript collection in the California section is one of great value. Here may be found letters from General Sutter, from James Marshall, John C. Frémont, and many other noted pioneers. Old account books, with their interesting items concerning purchases and prices, are here; and diaries giving their day-by-day stories of the trip across the plains or experiences in the mines.

Pictures from a large part of the California collection—pictures of places, historical or merely interesting for their beauty or uniqueness; pictures of people who have played some part in California life; and old woodcuts and lithographs which are part of California's history.

All this wealth of material in the California section is not just a collector's hobby; it is there for the use of the people of the state. And it is very freely used by the writer, the student, and the investigator. I have merely touched on a few of its specialties. A visit will bring to light many more phases of the work or an inquiry for information will receive a prompt answer.

A pioneer museum of relics connected with California historical events is fitted up and has been open to the public this last year.

One room of the library houses a collection of prints—engravings, etchings, wood blocks, lithographs, and the like. These are kept in especially constructed cabinets, above which are spaces for exhibits. In these frames are shown for a month at a time different groups of the library's own prints or loan exhibits from artists or other galleries.

A service to our blind population is one of the most appreciated phases of State Library work. Books in raised type for the blind go to readers all over the state at the rate of over a hundred volumes a day. These books are carried free through the mail and are delivered direct to the borrower at his home. A federal appropriation for books for blind adults the last two years has made immediately available the latest and best material in print. Such books as President Roosevelt's "Looking Forward," Lippman's "The United States in World Affairs," and "The Education of a Princess" are already in use by our blind people, as well as late fiction like "Mutiny on the Bounty," "Flowering Wilderness," and "Beyond the Blue Sierra." Magazines are lent to the blind also and are eagerly called for. Two home teachers connected with the library teach Braille or Moon type reading to those who lose their sight after school age who might not otherwise be able to avail themselves of this reading privilege.

The main connecting link between the State Library and its borrowers, both local and throughout the state, is the reference section. With headquarters in the spacious reading-room, this section takes charge of the hundreds of requests received daily from libraries all over the state. The shelves in this room are filled with reference books which furnish the answers to many questions received both verbally and by mail. Other requests are distributed to various special departments of the library or filled from the collection of general books housed in our modern fireproof bookstack.

I shall not speak of our Sutro branch library in San Francisco, as it has already been covered in this series.

The State Library is for the use of all. If your local library cannot furnish what you want, ask your librarian to send to the State

Library for it. Our four hundred thousand volumes and all our services are at your command.

CALIFORNIA COUNTY LIBRARIES

THE LIBRARY SYSTEM of California is justly famous because it has been planned to reach not only the residents of cities, but the rural people also, and so well planned and developed that less than 3 per cent of our population is without direct contact with library service.

California has had city libraries from very early in her history, but it was not until about 1900 that there was any determined effort to find a way to establish universal library service for all groups—urban and rural alike. The State Library, with a forward-looking man of vision at its head, was the logical place for such a plan to be conceived and developed. First, changes were made which opened up to the people of the state the hitherto restricted service of the State Library. Then, in addition to this more liberal policy, a system of traveling libraries was tried. This scheme comprised the use of collections of fifty books which were placed in any community wishing them, each collection changed in its entirety every three months. Every county in the state had these traveling libraries sent out by the State Library, and they were enjoyed and appreciated. However, in spite of the favor with which these collections were received, they were known to be inadequate to meet the needs of the people. They were fixed collections, and, if those who used them wanted books not contained in the group at hand, there was no way of procuring them. Another plan had to be thought of.

Finally, after much deliberation and investigation, the county was decided upon as the best unit for library service. A small tax over an entire county would bring in sufficient income to support a library for all the people, and the librarian in a county could keep closely enough in touch with the library borrowers to be able to supply their individual needs.

And so in 1909 a county library law was passed, which, after necessary amendment in 1911, became the law we have worked under during these last twenty-two years of great development. The plan is very simple. The county library is established by the Board of Supervisors, which also levies the tax. This tax cannot be more than one mill on the dollar and consequently cannot become burdensome. And the best part of it is that it yields a rich return.

After the library is established, a competent librarian is appointed, under provisions of the law which guarantee to the people a qualified person. This librarian sets up headquarters at the county seat and then establishes branch libraries in all the communities of the county, from the smallest places, in which the branch may be located in a store or postoffice, up to the larger towns, which may even have a building especially erected for the library. County libraries are unique in that they depend so little for their effectiveness upon the type of building in which they are housed. To be sure, it is helpful if library rooms are convenient and beautiful, but lacking a place with these qualifications library service may be established anyhow if the librarian is resourceful and a coöperative custodian for the books can be found. In one community where there seemed no place available for a branch library, an abandoned chicken brooder was cleaned, painted, and furnished to house the books and even a small place for a reading-room. A competent and friendly person in charge soon made this one of the most popular distributing points in the county. We have more than one so-called "porch" branch, where the front porch of a home has been converted into a reading-room, open to cool breezes in fine weather but properly protected in winter. A bandstand in a small community was fitted up for a branch library, and in another a tankhouse was made to serve the purpose admirably. Small branches in stores are numerous, but these seldom have reading-rooms. There are many attractive branch buildings also, but I cite these informal and rather unusual locations to show that county libraries believe first of all in service, and they are able to give this service if necessary without the usual and conventional library environment. Each branch of a county library is indicated by an orange sign with the words "California County Free Library" on it. When next you see one of these signs, remember that within the building displaying it is housed a branch library to bring book service to all the people of the surrounding territory.

Books are placed in all these branches and the librarian tries to suit the collections to the particular interests of the various localities. These collections are constantly changing, dead or unwanted material being sent back to headquarters and fresh material being added. Better still, any book especially wanted, and not found in the branch collection, is requested from the county headquarters, where it is frequently found at once. But if not in the county collection, a request for it is sent to the State Library, from whose shelves it is mailed out to the branch library, where the borrower finds it awaiting him. The State Library in this way supplements the other libraries all over the state, supplying books not available locally. Under this plan the book needed only temporarily in a place need not be bought, but may be borrowed from the State Library; it is made to do service not only there, but in many places throughout the state.

But, you may say, what if the book is not in the State Library either? Still there is possibility of the borrower getting it, for at the State Library is maintained a great union catalogue. In this are filed cards from the various libraries throughout the state showing the books added to their collections. A book not owned by the State Library is looked up in this catalogue, and if in California is reported back to the inquiring library as being in this or that city or county library. The first library then proceeds to borrow from whatever library owns the book wanted and the borrower's need is met. Interlibrary loans are very generously made in this state, thus insuring an economical system without needless and extravagant duplication.

It is fortunate that librarians have learned to conduct their work without undue expenditure of funds, for this ability has been called into play extensively during the last two years. The use of libraries has increased tremendously, due to several causes—the unemployment situation has driven many to books in order that they might learn new trades to take the place of those which had become impossible; an awakened interest in national and world affairs has taxed the resources of the library to the limit; many temporarily unemployed have sought the library for solace, for forgetfulness of troubles, or for knowledge of subjects hitherto unexplored. In spite of the increased call upon libraries, funds for their support have decreased in conformity with other reductions in public expenditures. In short, as one librarian expressed it, "We have twice as many borrowers and half as much money to spend for books." The city and county libraries and the State Library, however, circulated twelve million more books last fiscal year than they had the year before, which shows not only the very large increase in demand, but also the skill and ingenuity of librarians in meeting this call upon their book supplies.

In addition to the general library service of which I have been speaking, a specialized service is given to the rural schools, which pool their school library funds and turn them over to the county libraries to be administered in a much more advantageous way than if each school district bought and used only the comparatively few books that could be purchased with its own funds.

So simple and yet so successful has California county library service been that the plan has been widely followed. Other states in the Union have modeled their laws on ours as has also the Territory of Hawaii. Representatives from many foreign countries have been sent here to study our system, and several have returned home to put at least adaptations of our plan into operation. Somtimes, when we hear of the California system in vogue in foreign lands and of our pamphlets and articles translated into other tongues, we feel that California county libraries may be better known abroad than they are within our own borders.

But, after all, these county libraries are an active part of the community life in forty-six of our fifty-eight counties, and certainly they are intensely appreciated by those who use them constantly. Perhaps those who know and use them most advantageously are the people far off from the centers of population. As one user said, away off in a corner of a mountainous county, "Belonging to the county library is like having Santa Claus all the year round." In another county where some mining books had been borrowed from the State Library for a young man, the county librarian told us this story of his efforts to return the books on time: "The snow at the mine was over the young man's head, but he went on snowshoes to the nearest home, that of an Indian chief, where a cave was literally dug out, and the books were delivered to headquarters in the best of condition, as they were strapped into a piece of oil cloth." This youth, by his efforts to live up to the simple rules of the library, was showing his appreciation of what this service means to him.

County libraries would not be the success they are without the devoted county librarians who administer them. No efforts to please their patrons are too great for them to make, and their constant visits at the various branches are an inspiration to their local representatives and their library users. Some of the library trips present the utmost difficulties, also. I think with awe of the trips that must be made in one sparsely settled county of large area. To reach four of the little community branches and four schools the librarian on one of her trips had to travel 804 miles, across Inyo, Kern, San Bernardino and Mono counties of California and three counties of Nevada. Most of this was over unimproved desert roads. On the first day from 11 in the morning to 7 at night, she did not pass an inhabited house, and met only two cars—one lost and the driver of the other anxiously inquiring where he could get gasoline. The contacts the librarian brings to these isolated places are worth all the hardships the trip entails.

That the library has become a recognized

part of our daily living is aptly shown, I think, by a story from the recent earthquake area. One librarian wrote that the people seemed to return almost immediately to normal, as was indicated by the first two subject requests received from a nearby branch after the earthquake—the first asked for a "recipe for lemon chiffon pie" and the second a book on "how to play the flute." Surely our libraries are helping us to better living!

In closing, I want to leave with you a picture of our libraries quoted from a recent county library bulletin: "A county library may well be compared to a growing tree. It may be like a poor, weak sapling, struggling to exist, or it can be sturdy and show promise of becoming a giant oak, a symbol of beneficence. While the branches which spring from the parent stem grow stronger from each day's call for service, the thousands upon thousands of persons who use the library are like the leaves which not only feed upon the tree, but also give it life. If the library, like the tree, is properly cultivated and nourished, its roots will strike deeper and deeper; its outward beauty of form will become more refreshing to the eye; its size will enhance its value, and its benefits to the cultural life of the community will justify its protection and maintenance."

Appreciation of Libraries

Resolution passed by the California State Division, American Association of University Women, at the twelfth annual convention held in Sacramento, May 26–27, 1933:

"Since libraries are more needed today than ever before, because never was the average adult so driven to the printed page in order to become reasonably well informed about matters which are of vital concern to him, be it

"*Resolved,* That the branches, and state division, as such, actively use their constructive influence in the interest of maintaining unimpaired the essential services, educational and social, of our libraries."

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BOOK REVIEWS

Modern Business English, by Roy Davis, Clarence H. Lingham, and William H. Stone. Ginn & Co., Boston. 475 pages, 5 x 7. Price, $1.32.

"Modern Business English" is a practical textbook and meets an essential need. It is very important that everyone has good technique in the use of oral and written business English. The correct forms of expression in business have an important reaction. Success often is determined by the use of English. This book is based, not on theories, but on application. It is a Ginn book. Such a statement carries with it the implication that it is from the viewpoint of manufacture a high-class standardized production.

Edwin Markham—The First Authorized Biography of "The Man With the Hoe," by William L. Stidger. 287 pages. Size 5 x 7. Price, $2.50. The Abingdon Press, New York.

Mr. Stidger is an old friend of Edwin Markham. He knew him at San Jose and has had many personal contacts with him in New York. Mr. Stidger has shown his love of our Western poets—Herbert Bashford, Joaquin Miller, Henry Meade Bland, Clarence Urmy, and others have enjoyed his appreciative and sincere friendship. He is therefore well qualified to be the biographer of America's great poet, Edwin Markham. Mr. Stidger interprets all phases of the poet's life. He pays a special tribute to "The Man With the Hoe" and "Lincoln, the Man of the People." His tribute to Mr. Markham's wife is appreciated by her many friends. We remember Anna Catherine Murphy as editor of state school textbooks, employed by the State Board of Education. We also note that full credit is given Bailey Millard, the poet, for his part in giving "The Man With the Hoe" world-wide publicity, and Carrol Carrington, whose literary group in the early nineties was a part of the literary life of San Francisco. Mr. Stidger has written a very understanding book. It is authentic, and, whether a reference book for source material or reading for information or entertainment, it deserves a place in every library.

The Dynamics of Therapy in a Controlled Relationship, by Jessie Taft, A.B., Ph.D., Ph.B. 296 pages, 5 x 7. Price, $2.50.

This volume is needed by those who are interested in problems of personalities and behavior. There are many interesting examples of treatment in the book—actual records.

Mexico Before Cortez, by J. Eric Thompson. Scribner, New York, publishers. 300 pages, 5 x 7. Illustrated. Price, $2.50.

Mexico has made many contributions to worthwhile books during the last few years. In this new book, J. Eric Thompson writes with authority and charm. It is a scholarly presentation of the daily life, religion, and ritual as existing in Mexico before the Spanish conquest. Mr. Thompson uses the term "Mexican" to describe the Aztecs, Texcocans, and other tribes of the Valley of Mexico. There are three full-page plates which add greatly to the value of the book. The publishers have made an attractive book, with a distinctive and artistic jacket. This is a book that will be sought after by those interested in the early history of our neighbor, Mexico.

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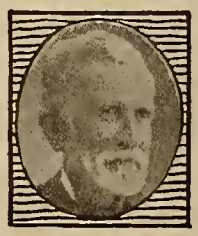

News and Comments -- By Harr Wagner

Integrate.—In 1893 Edward Hyatt, Hugh J. Baldwin, and the writer, in conjunction with Elmer Ellsworth Brown, professor of education at the University of California, worked out a complete course of study by correlating all branches under four distinct heads. Correlation was the last word in education, then came individual instruction, followed by the coinage of new educational words, including projects, problems, units of work, social studies, and finally "integrate" as the dynamic word. In order that our readers may keep up with adoption of new words with new meanings and interpretation, we give the dictionary explanation of "integrate":

INTEGRATE—1. To make into a whole: bring together the parts of: make or keep complete or entire: as, many suggestions are needed to integrate the plan.

2.—To give the sum total of: indicate the whole or mean value of: as an anemometer integrates the force of the wind.

3.—To become whole or complete as used by Herbert Spencer, to pass from a complex to a relatively simple and stable condition.

* * *

Social Chaos.—William McAndrews in *School and Society*, date of August 5, writes an article on "Where and How?" based on Harold Rugg's latest book, "The Great Technology." It is the most refreshing challenge to business men, statesmen, women, idle men, rich men, beggar, and thief that we have read since the depression of 1873, and, like Doctor McAndrews, we lived through the depression of 1893, 1907, and live gloriously through the depression of 1930 to 1935. In his review of Rugg's book, McAndrews says:

This is no cyclic depression. We stand at the verge of a new epoch. A new organization for living is imperative. The standards of today offer no recovery. Without radical measures the economic crisis will grow worse instead of better.

To go on teaching that this is the land of equal opportunity, when 10 per cent of the population receive 33 per cent of the national income, when millions live close to starvation, huddled in slums, is the basest hypocrisy. A group of owners of industrial companies rules the government and has clinched control of the economic system. For a century and a half aristocrat owners did their best to prevent realization of the doctrine of consent of the governed. At last, in the United States and other advanced countries, the last group of excluded adults was given the right to choose their representatives. The machinery of government by consent has been fairly well established. But intelligent consent has not yet arrived. Eligible voting citizens do not get the facts on which enlightened public opinion must depend. Truth comes through the meshes of political organization, biased press, radio, and movies. A prolonged, rigorous education in economic-political problems is essential and neglected.

Rugg's concentration of recovery-plans into terse axioms is brilliant. The control of the workers' jobs, wages and living, by less than 5 per cent of the population, is a central fact demanding overturn.

Business, not the citizen, controls government. Industrial managers have made profit the aim of control. Wealth has been skimmed from the productivity of the workers, reducing the buying power of the people and denying them a decent standard of living. Owners' dividends increase; wages go down. Income of wage-earners fall to $16. Stock dividends gain $655,000,000.

* * *

The Text Book Situation.—A recent issue of the *New Hampshire Bulletin* gives publicity to the forlorn condition of text books in schools. In view of the fact that library budgets have been cut so disastrously, these comments are of vital interest:

Textbooks produced by reputable American publishers are built for heavy duty; but the length of life of any book is in inverse ratio to the number of active pupils using it. Hence the growing generality of dilapidated bindings, torn pages, and mutilated chapters, to the end that, instead of one or even several children having the benefit of a book, it too often happens that some of them are without the use of any book. Incidentally, teacher efficiency, already under unusual strain due to overload attendant upon augmented classes, is thus subjected to further strain by lack of working tools.

This, even if it were all, would be bad enough. In many instances, the same books, or remnants of books, are in use now; and, unless the better judgment of school authorities rules otherwise, they will be passed along, in all their physical decrepitude and germ-laden possi-

[*Continued on Page 9*]

A Message from Honorable Vierling Kersey

California school teachers have a splendid opportunity to introduce their pupils to the rich historical background of our state in connection with school and class observance of Admission Day, September 9. Class activities and projects on subjects connected with early California history are particularly appropriate at this time. There are many interesting events in the days of gold discovery and of pioneer life, and incidents in the lives of the early Californians, which have an unusual appeal to children. In this connection, activities connected with locations of historic significance will add greatly to an understanding of the geography of this large state.

By capitalizing upon the children's natural interests in their own state, observance of Admission Day may become a means of enhancing the lives of our children and in enriching and enhancing their understanding, appreciation, and love of California.

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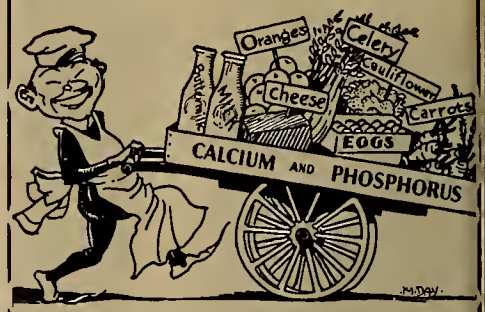

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VOL. XXXIX, No. 8 SAN FRANCISCO, AUGUST, 1933 PRICE 15 CENTS

ADMISSION DAY IN CALIFORNIA SCHOOLS

THIS PROGRAM is especially dedicated to the Native Sons and Daughters of California who have kept alive the history and traditions of the state and who work constantly for the good and glory of California.

ORDER OF THE NATIVE SONS OF THE GOLDEN WEST

Founded by General A. M. Winn on July 11, 1875, in San Francisco, California, the Order of the Native Sons of the Golden West has grown to a membership of twenty-seven thousand today. The organization is exclusively for men who have been born in California and its aim is to encourage patriotism and advance the best interests of California. A portion of the oath administered to prospective members is, "I will ever be ready to serve my country whether in peace or in war." Among other worth-while things, the order has purchased Sutter Fort and the grounds surrounding it at Sacramento and deeded them to the state; taken the lead in the restoration and preservation of Colton Hall, the scene of the first constitutional convention in California; secured the restoration of the first U. S. Custom House in Monterey; erected a monument to the memory of General A. M. Winn in Sacramento city cemetery; secured the necesary legislation by which the largest redwood forest, the Big Basin of Santa Cruz County, because the property of the state; assisted in the erection of Sloat Monument at Monterey, commemorating the raising of the American flag on California soil; worked actively and furnished funds for the restoration and preservation of the Missions of San Diego, Santa Ynez, San Antonia de Padua, San Juan Capistrano, San Jose and Sonoma; established fellowships in the University of California for investigation, study and research of the history of the Pacific Coast; taken the lead and financed the fight against the Japanese menace which made possible the passage of the recent Alien Land Laws; in conjunction with the Native Daughters has secured homes for about two thousand homeless children.

THE STORY

Admission Day for Californians signifies the entrance of California as a state into the Union. President Millard Fillmore signed the bill that admitted this the thirty-first state to the American Union, on September 9, 1850.

The events leading to the admission of the Golden State are both interesting and important. They lead back to the discovery of gold on the American River in January, 1848, and to Governor Mason's consequent report to Washington, D. C., that "there is more gold in the country drained by the Sacramento and San Joaquin rivers than will pay the cost of the late war in Mexico a hundred times over." It was this that started the tide of emigration westward and rapidly populated California.

The thirty-first Congress assembled in Washington, D. C., on December 3, 1849. Zachary Taylor was President of the United States. California was the subject of debates, heated arguments and resolutions. Taking a prominent part in the question were Daniel Webster, John C. Calhoun, William H. Seward, Jefferson Davis, and Henry Clay. Calhoun and Davis did not want California admitted because of the slavery question. Calhoun was prostrated from a recent illness and could not be present at one of the sessions, but he composed a forceful speech and it was read to the Senate by Senator Mason on March 4, 1850

After much wrangling the California bill went to the House of Representatives on August 28, 1850. On September 7 it was voted upon and passed. There were one hundred and fifty men voting in its favor and fifty-six Southerners voting against it. The bill went to the President, Millard Fillmore, who had succeeded to the presidency upon Taylor's death. Fillmore signed the bill and California was admitted to the Union.

On October 18, 1850, the mail steamer *Oregon* was sighted from Telegraph Hill sailing into harbor with flags flying and decorated gayly with streamers of bunting. The good news was signaled from the ship to the waiting people on the hill. It spread rapidly and all business closed, courts adjourned and the people assembled at Portsmouth Square in a frenzy of delight to celebrate the event. Newspapers from New York which chronicled the story sold for five dollars apiece. Decorations in brilliant variety were brought out and decked the town. Guns were fired, processions were held, bonfires were lighted, shouting, singing, and congratulating, amidst both tears and laughter, showed how these people of the West were affected by being made a state with the others in the American Union. Mounting his box behind six fiery mustangs and lashing them to their highest speed, the driver of Crandall's stage shouted and cried the glad news to the people all the way to

ORDER OF THE NATIVE DAUGHTERS OF THE GOLDEN WEST

The Order of the Native Daughters of the Golden West consists of native-born California women. It was founded at Jackson Amador County, California, on September 11, 1880, by Mrs. Frank Dyer, then Lily O. Reichling. This organization cooperates with civic, fraternal and community projects for the public welfare, and in conjunction with other societies has established Arbor Day on Luther Burbank's birthday; established Mothers' Day as one of the official days of the order; planted many trees; marked El Camino Real with mission bells in conjunction with other societies; helped preserve the old Spanish missions and marked landmarks connected with the early history of California; helped extend the study of California history and patriotism and observance of the same in the schools; established college scholarships; established a Native Daughters' Home, and in connection with the Native Sons of the Golden West has been instrumental in placing thousands of homeless children in homes.

San Jose, the capital. Governor Burnett himself, anxious to tell the people, rode in another coach to San Jose. Along El Camino Real dashed the two stages, but Governor Burnett's arrived a few minutes ahead of Crandall's and it was he who told the populace in the Santa Clara Valley of California's admission to the Union.

The glad story was published in an address in Spanish and sent broadcast and the native population was urged to join in the activities. October 29 was the day of formal celebration as set aside by San Francisco. A parade was held in which patriotism of many varieties was portrayed. Even the Chinese were in the parade and a colorful feature of it. The California pioneers carried a banner on which was represented a New Englander in the act of stepping ashore and facing a native Californian with a lasso and serape. In the center was the State Seal and the inscription, "Far West, Eureka, 1846. California Pioneers, Organized August, 1850." A girl clothed in white with streaming gauze of gold and silver shades about her supported a breastplate upon which was inscribed, "California, the Union, It Must and Shall Be Preserved."

OLD CALIFORNIA

'Tis a land so far that you wonder whether
E'en God would know it should you fall down dead;
'Tis a land so far through the wilds and weather,
That the sun falls weary and flushed and red,—
That the sea and the sky seem coming together,
Seem closing together as a book that is read:

Oh! the nude, weird West, where an unnamed river
Rolls restless in bed of bright silver and gold;
Where restless flashing mountains flow rivers of silver
As a rock of the desert flowed mountains of gold
By a dark wooded river that calls to the dawn,
And makes mouths at the sea with his dolorous swan:

Oh! the land of the wonderful sun and weather,
With green underfoot and with gold overhead,
Where the sun takes flame and you wonder whether
'Tis an isle of fire in his foamy bed:
Where the ends of the earth they are welding together
In rough-hewn fashion, in a forge-flame red.

—*Joaquin Miller.*

CALIFORNIA

Across the San Joaquin's broad reach of vines and waving wheat
The old Sierras toss their gold at fair Los Angeles' feet.
Soft sighs of pine and orange groves woo sea winds from the West
And over all a spirit broods of romance and unrest.

—*Carrie Stevens Walter.*

CALIFORNIA

Sown in the golden grain, planted the vines;
Fall swift, O loving rain, lift prayers, O pines;
O green land, O gold land, fair land by the sea,
The trust of thy children reposes in thee.

—*Lillian H. S. Bailey.*

SOURCE MATERIAL FOR ADMISSION DAY

"CALIFORNIA HISTORY," by Keppel and Wagner.
"Pacific History Stories," by Harr Wagner.
"On the Trail of Yesterday," by Roy Cloud.
"Admission Day in California," by Ruth Thompson. Pamphlet. Price 15 cents.
"History of California," by Herbert Howe Bancroft.
"History of California," by Theodore Hittell.

Any issue of WESTERN JOURNAL OF EDUCATION on file in county libraries 1932, 1931, 1930, 1929.

If this material is not in your library write for same to Harr Wagner Publishing Company, 609 Mission Street, San Francisco, Cal.

BUILDING MATERIALS OF CALIFORNIA

BY RUTH THOMPSON

CHARACTERS

RALPH

Fifteen boys or girls representing:

GOLD	OIL	WOOL
SILVER	LUMBER	FISHING
COPPER	WHEAT	CATTLE-RAISING
BORAX	FRUIT	CLIMATE
SALT	COTTON	SCENERY

[THESE characters may each wear a placard which bears the printed name of what he represents, or he may be dressed in colored paper or some cheap material, the color of the thing he represents—golden color for gold, silver for silver, etc. Oil may carry a can with OIL in large letters written on it; Wheat may carry a sheaf of wheat; Cotton may have cotton attached to dress; other industries may be represented by pictures children carry, or by dress; Cattle-raising, cowboy suit; Fishing, fishpole, etc. Climate may wear a large shady hat, carry a rain umbrella, wear rubbers, and a coat; these he takes off while talking. Scenery may carry pictures of Lake Tahoe, Yosemite, the desert, ocean, valley, etc., to show while talking; an illustrated geography of California would be satisfactory if appropriate pictures cannot be obtained.]

RALPH: Admission Day! How history does bore me sometimes! I'd much rather go to bed and sleep now, but if I don't know my lesson tomorrow, I shan't be on the honor roll. Maybe if I read out loud I'd remember it.

(Yawns and reads aloud:)

"How California longed to be a state! How she longed to add her star to the already illustrious and shining thirty stars of the Union's flag! It was on October 18, 1850, that the mail steamer *Oregon* was sighted from Telegraph Hill, sailing through the Golden Gate, nearing the harbor with flags flying—with streams of bunting, red, white, and blue, gayly waving in the cool breezes of the blue San Francisco Bay. The good news was signaled from the ship to the waiting people on the hill. The news spread rapidly—California was one of the United States! California was admitted to the Union! All business was closed, courts adjourned, and the people assembled at Portsmouth Square in a frenzy of delight to celebrate the event. Newspapers from New York which carried the story sold for $5 apiece. Guns were fired! Music and bands were the order of the day. There was crying, laughing, congratulating, and there was an eager and informal procession up the streets of the town. Mounting his box behind six fiery mustangs and lashing them to their highest speed, the driver of Crandall's stage shouted and cried the glad news to the people all the way to San Jose, the capital. Governor Burnett, himself anxious to tell the people, rode in another coach to San Jose. Along El Camino Real dashed the two stages, but Governor Burnett's arrived a few minutes ahead of Crandall's and it was he who told the populace in the Santa Clara Valley of California's admission to the Union!"

Since that first Admission Day, eighty-three years ago, California has raised the number of her counties from twenty-seven to fifty-eight; *with her rich productiveness and vast resources she has brought added glory, not only to herself, but to the nation which she was so eager to enter.* Her building materials are substantial. Her sons and daughters have worked for her glory; they have enriched themselves, the state, and the United States and made California known the world over.

(Ralph yawns again and book slips from his hands. He says, sleepily:)

Rich productiveness and vast resources—wonder what they are?

(Falls asleep.)

(Enter thirteen characters: Gold, Silver, Copper, Borax, Salt, Oil, Lumber, Wheat, Fruit, Cotton, Wool, Fishing, Cattle-raising. They stand near Ralph. Gold steps forward.)

GOLD: It is splendid for each place, each country, to have a history. A present glory is greater, however, than a past. California's present is rich on account of her many resources. In her climate, scenery, and products, California is almost a

world in herself. Gold was the beginning of California's prosperity. These lines, "California's Gold," tell facts in a few words:

CALIFORNIA GOLD

Gold!
There's magic in gold,
There's wealth in gold,
There's almost all that life can hold—
In gold.

Gold!
There's metal of gold,
There are poppies of gold,
There are sunburnt crops of wealth untold—
Live gold!

Gold!
There's history in gold,
There's growth in gold,
Our California's growth is bold—
Through gold!

Silver *(steps in front of Ralph, as does each character in turn):* Silver is an important metal that is mined in California, too.

From mines in barren desert,
From mines in mountains grand,
We get the silver metal
That is used throughout the land.

Copper: Here's a rhyme, Ralph, that tells us something of copper. If you study your geography, you'll find many uses for copper. Much copper is mined in California.

There is copper in our pennies,
And in our kettles, too;
Please remember, then, how useful
The copper is to you.

Borax: To those people who are interested in the romance of minerals, the borax can furnish stories.

Of Twenty Mule Team oft we've heard,
Oh, time and time again
We've seen the pictures, heard the talk,
Of borax, mules, and men.

Dramatic stories one may hear
On desert homesteads still,
Of the hauling of the borax
By swarthy men of will.

For miles and miles, and days and days,
Men swore, but did not fail,
From Death Valley to Mojave
To pursue that threatening trail.

The burning sands, the choking dust,
The blinding wind and sun
Caused hardened men an inward glow
When Mojave goal was won.

Salt: I represent salt.

On ocean coasts,
On sheltered bay,
On lonely, barren desert ground—
There salt is found.

Oil: Millions of barrels of oil are pumped yearly in California. Oil is one of the most important industries in the state.

There are stretches o'er the bare hills—
Ground that seemed so worn and old,
Now derrick-built and peopled—
Shows that here's black gold.

Here is where it seemed so peaceful—
Seemed as if no crops could grow;
Men drilled beneath the surface—
And they found the oil flow.

Now to man that oil means millions—
Means we'll never suffer dearth;
It means we've marshaled forces,
And we've harnessed up the earth.

But that peace has gone forever—
Where the bare hills lay so long,
In place of peace we've riches—
Just to step forth with the throng.

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Lumber: The story of lumber, Ralph, could be easily made to fill an interesting book for you. California is rich in natural timber growth because of the lofty mountains. Some of the beautiful useful trees of the state are: yellow and sugar pine, fir, cedar, and redwood. Not only do we need the timber, but forests are beautiful vacation grounds. They hold back rainwater on the mountain slopes, so that the rich soil is not washed away. In naming California's beauties and industries, the timber growth must never be forgotten.

Wheat: A grain of wheat may seem a small thing, but the millions upon millions of golden grains in the state have helped to build the Golden State since its first Admission Day. Wheat grown in California, flour manufactured there, have been shipped to all parts of the world. The warm interior valleys—Sacramento and San Joaquin—were once the locations of large wheat, barley, and oat fields. These ranches flourished particularly when stock-raising became less important. Grain growing is still a large industry in California, but the large ranches are now being cut into smaller ones, where many products are raised.

Fruit: I am not modest when I mention the fruit that is raised in California. You like to enjoy the fruit raised here. So do people who live in the East. A large part of California's wealth is in her fruit; oranges, lemons, grapefruit, melons, peaches, figs, apricots, prunes, plums; grapes, of which raisins are made; avocados, even dates—and, oh, so many more fruits are raised, shipped fresh, dried, and canned for use the world over.

Cotton: Cotton is almost a new industry, but it is a growing one. The San Joaquin and Imperial valleys are the centers of growth. In summing up the industries that have built California, perhaps ten or fifteen years from now cotton will have a great story to tell. Cotton is one of the building materials of the state.

Wool: We get wool from sheep. Sheep are sheared when the weather is warm, and their wool we can use for clothing.

Sheep are driven by sheep herders and shepherd dogs into both valleys and deserts for grazing. The government even allows the sheep in the national forests to graze during certain seasons! Sheep-raising was important in the early days and it is still an important industry in California.

FISHING: Fishing is another industry in California that is growing more important each year, and is building the state. At the present time California leads all the states in the Union in the amount of fish caught and canned each year. The important fishing centers are Monterey, Long Beach, San Pedro, and San Diego. Sardines and tuna lead the list in quantity. Some facts that will show how the fishing industry contributes to California's growth are: From one to ten million cases of canned sardines are shipped from California each year; in 1924 over 2,000,000 gallons of oil were made from sardine waste; about 30,000,000 pounds of tuna are caught each year. The fishing industry is building California steadily into a richer state.

CATTLE-RAISING: Cattle-raising has always been important on account of beef, milk, and hides. Cowboys still round up the cattle, still ride the range, in some areas of California. Cattle are raised for use in and out of the state.

(Enter two more characters—Climate and Scenery.)

CLIMATE: Anyone looking at a map of California can tell that the climate is varied.

SCENERY: Anyone looking at a map of California can tell that the scenery is varied.

CLIMATE: We can both speak from the same standpoint. Both climate and scenery have contributed to California's glorious growth. The highest and lowest parts of the United States are in California. Mount Whitney, the highest, is over 14,000 feet high. On it the snow never melts. Within fifty miles west of this mountain is Death Valley, almost three hundred feet below sea level. It is the lowest portion of the United States. The climate, of course, varies with the elevation—freezing cold on the high mountain slopes and burning hot at seasons on the floor of Death Valley. California has large, warm, fruitful valleys, cool coasts, bare deserts, and cultivated foothills. California has every variety of climate, owing to her location and her topography.

SCENERY: Yosemite Valley, Lake Tahoe, Mojave and Colorado deserts, the high Sierras, redwood forests, cypressed shore lines, sandy beach lines, cliff-built shore lines, vast expanses of fruitful valleys shimmering in the heat on a summer's day and sharp with cold in the winter—all of these are scenery—scenery which the people cross the continent to enjoy and which has encouraged the growth of the slogan, *"See America First."*

(Scenery and Climate stand hand in hand looking at the sleeping Ralph. All circle around him.)

ALL *(to Ralph)*:

Step by step we've carefully builded,
  Laid foundations strong and true,
Won through work and won through trying,
  Won this golden state for you.

Children of this state should study
  History, industries, and health—
They should add to California
  Strength and progress, growth and wealth.

Rich productiveness and resource
  Grow where men have motives pure;
Every product thus encouraged
  Makes a state that will endure.

(Characters disappear. Ralph awakens, sits up and looks around. Picks up his book.)

RALPH: California's "rich productiveness and vast resources" have brought added glory. Now I know what the building materials of California are! Hurrah for Admission Day! History is not the entire lesson of Admission Day after all! I'll surprise my teacher when she calls on me to tell of Admission Day! History—the past! Cultivation and resources to build the future!

(Ralph takes book and walks off stage.)

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

The close of college and state teacher college summer sessions brings us to August and the opening of public and private schools in the San Francisco Bay region, with the N.R.A. signs and streamers and stickers and tape beginning to appear in every vista.

We quote in the following sentences various comments pro and con considering present educational tendencies of diverse natures:

"Perhaps, the bootlegging of education to pupils will not have to be so surreptitious as in the past."

"It may be correct to expect a pupil to learn something definite and not have a unit of work developed around the social development of civilization of the last five thousand years requiring sixth grade seminar research."

"Course of study people may save mimeograph paper and time of working up units of work that have references to some fifty texts by using some one book in which the subject content has already been developed."

"The present fad of wasting time by having each pupil in every class finding out how to search original sources that have been searched by scholars before may be changed to teaching the pupil the idea of conserving time and energy. It may be possible to get the technic of finding out how to learn about things without having to carry out the same process in six different fields every day."

"The idea that, since the future is to be so different from the past, it is useless to teach anything definite of the present, may be apple sauce."

"That perhaps a teacher is worthy of his hire and is not a miscreant because he gets paid—that is, where he does get paid."

"That the purchase of textbooks for the use of pupils might be considered a part of the educational program, and that 1 to 2 per cent of a budget now given to that purpose is so out of proportion to the service of the textbook that a realization of that fact may percolate through administration consciousness with N.R.A. swiftness.

"That *integration* is the divine symphony of the hour."

"That subject courses are to be a thing of the past."

"That the number of courses are only to be equaled by the desires of the pupil and the adaptability of the wisdom of the teacher."

"That every teacher is to be a Mark Hopkins on one end of a log, with forty to sixty pupils on twigs on the other end of the log."

"That the child of the N.R.A. era is capable of getting a glimpse of all problems in its entirety in an integrated course in an hour period repeated some fifteen times."

"That teachers will be social science teachers or science teachers and be proficient and thorough in every field of knowledge, as it is the broadness of things that they are to get across to the pupil rather than any definite knowledge, because that knowledge will be useless in the future."

"That education for leisure is the big thing in education."

"That the education for earning a livelihood is of far lesser importance because it calls for so little intelligence and time."

"That the state owes every individual an education, providing he desires an education."

"That any method of showing a degree of proficiency in any class work is old-fashioned."

"That universities should accept any high-school graduate, no matter how he spent his time on various units of work in integrated courses."

"That the wholly rounded individual is one who follows exactly the whims of his own predilections."

The August issue of "California Schools," issued by the State Department of Education, gives an excellent statement of "Major Problems Confronting Public Education in California" by Vierling Kersey, Superintendent of Public Instruction. Superintendent Kersey is alive to needs of the times and is seeing to it that definite solutions to definite situations will be indicated as needed.

Considering the time, the Swope Summer School holding three-week sessions at both Santa Cruz and Long Beach was very successful. Miss Caroline Swope in the two sessions enrolled 504 students. The Long Beach session was held under difficulties in bungalows erected on the George Washington Junior High School grounds, but everybody reported an enjoyable time. Miss Swope had her regular strong faculty, with the exception of Doctor Madilene Ververka, Director of Elementary Curriculum, Los Angeles city schools, who is on twelve-month time in that position, and Lucy E. Sanchez, vice principal of the Le Conte Junior High School, Los Angeles. Miss Alma Leonhardy of the Los Angeles city schools, and formerly assistant in the department of psychology of that city, substituted for Mrs. Sanchez, and Miss Swope reports her giving a wonderful course in reading. Miss Leonhardy is coauthor with Mrs. Grace Hogoboom of "Units of Work in Reading Comprehension," based on "Comrades of the Desert," by Ruth Thompson. Mrs. Lorraine Miller Sherer, director of curriculum for Los Angeles County schools, newcomer to the faculty last year, gave courses in primary, elementary, upper grade and junior high school curriculum. Miss Sarah Archer Heineman, assistant supervisor, curriculum division, elementary section, Los Angeles city schools, presented primary education and primary reading. Mrs. Ethel S. Ward, general supervisor, Shasta County, California, presented work in geography, rural education, and social studies for intermediate and advanced grades.

With the completion of the new Contra Costa County Hall of Records at Martinez this year, the county library was moved into commodious quarters designed for library work in that building. Miss Jessie A. Lea, county librarian, and her staff are very pleased with the new facilities for library service.

The new Hall of Records at Martinez has enabled County Superintendent of Schools B. O. Wilson to move the County Superintendent's office back into the courthouse. The quarters assigned are as fine as any in the state. The main office was formerly a large courtroom. Its huge windows give glimpses of the Carquinez Straits and the arches of the new railroad bridge, and the marble border of its walls breathe more opulence than is customary in a public school office.

The Contra Costa County schools, under B. O. Wilson, are looking forward to a successful year. Tax delinquencies are only 6 to 7 per cent. Mr. Wilson this year is inaugurating traveling child clinics in the field of mental hygiene, with the use of the technic as developed by Doctor Fenton. This work will be under the immediate direction of Supervisor H. W. Kaar.

Robert J. White continues as Assistant County Superintendent of Schools of Contra Costa County. Mr. White is considered more than an expert in budget-making and other problems of school finance.

B. O. Wilson, Superintendent of Contra Costa schools, has secured three new rural supervisors for this coming year in Miss Lynda Yageman, Miss Julia Madsen, and H. W. Kaar. Miss Yageman is a graduate of the University of Michigan, and the past three years was successful in rural supervision in Sonoma County. Miss Julia Madsen comes to Contra Costa

County from Tulare city, where she has been supervising principal under Mrs. Alice Mulcahy, assistant superintendent. Miss Madsen's educational training covers work in Fresno State, U.S.C., Stanford, and San Jose State. Mr. Kaar is a graduate of the University of California of 1923 with an M.A. from the department of psychology of that institution in 1928. Mr. Kaar has been employed up to the present time by the various districts of Contra Costa County as a psychologist, with emphasis upon speech correction work. This work is now being taken over by the county school department and will be supported by it. Miss Yageman and Miss Madsen are allotted general rural supervision problems in Contra Costa County, while Mr. Kaar is to be assigned special remedial problems as they arise.

THE NEW University Junior College of the University of Southern California will give scholastic aptitude tests, which are required of all students entering the new junior college unit, August 26 and again on September 18. Doctor Frank C. Touton, vice president of U. S. C. and director of the junior college division, has indicated that the University Junior College plan is to be introduced with a special program of guidance and remedial instruction. The curriculum will include courses in history of civilization, freshman English, literature, constitutional history, psychology, physical and health education, public speaking, sciences, and a two-unit course in methods of study, in addition to electives. According to Doctor Touton, the University of Southern California does not desire a large group in the junior college division. An enrollment of 200 junior college students is anticipated and a staff has been organized for that number. The curricula of the new U. S. C. junior college is provided especially for four classes of students, all graduates of accredited high schools: Those who have a limited time to give to college training; those who do not yet meet satisfactorily the entrance requirements of the college divisions of the university; those who transfer from other collegiate institutions but who do not yet meet the requirements of the college to which they apply; and those who need and wish more than the usual amount of guidance in pursuit of the work of the first two years of college.

THE SONOMA COUNTY Symphony Orchestra, of which George L. Trombley is director and Jerome O. Cross is business manager, has closed a very successful season, both artistically and financially. They appeared in San Francisco in a concert at the Palace Hotel and also over KFRC during Music Week.

MISS ELIZABETH WHITNEY, a permanent teacher in the Livermore grammar school, is taking a year's leave of absence for study in an Eastern university during this coming school year.

A FIRE DRILL at the Decoto grammar school, where Alison Peacock is in charge, is a pleasure to watch. Within thirty to thirty-two seconds every child is out of the building and lined up with their teachers in the center of the playground.

SUPERINTENDENT EDWIN KENT of the Sonoma County schools is carrying out this summer a reorganization of his county school department. Owing to recommendation of the grand jury, he has had to do away with the position of music supervisor for economic reasons. This has had to be done in spite of the wonderful work that has been accomplished these past nine years in music under the leadership of Miss Florence Dow, music supervisor. Mr. Kent hopes that in time the position can again be reëstablished. At the recent music conference in Oakland, Miss Dow's pupils were selected to give a demonstration of rural school music. In addition to Miss Dow, Mrs. Estelle C. Close, rural supervisor and Americanization teacher, is leaving the department after years of excellent service.

Mr. Kent for next year plans to put in a director of curriculum. Miss Estelle Unger, principal of the Petaluma Junior High

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Date of Birth.....Month.....Year.....

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LOS ANGELES

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School, has been selected for this position. Miss Unger is one of the most popular executives in Northern California. A graduate of William Woods' College, Missouri, and of the San Jose State Teachers' College, she had done all of her teaching in Sonoma County schools. In the county she first taught in the Wilson district schools, then was transferred to the Petaluma schools, where for two years she taught in the seventh and eighth grades. After that came five years as principal of the Washington elementary school, Petaluma. In 1927 Miss Unger was put in charge of the Petaluma Junior High School. In addition, Miss Unger has been most active in California Teachers' Association affairs. She has been president of the Bay Section, C. T. A., and a member of the State Council of Education.

Miss Unger comes to her directorship well qualified to advocate and develop an outstanding program in education. Her experience has been with all the grades and she knows the actual problems of the classrooms. She has the quality that inspires loyalty in the teachers under her, and she feels that in rural education is the biggest problem in education in California. Her policy in the past has been a constant appreciation of children's abilities along the line of the cultural subjects. Mr. Kent believes that, with Miss Unger in charge as Director of Education for the Sonoma County schools, a continuing forward program will be carried on.

During the past five years at Alvarado, J. P. McClellan has been in charge of orchestral and band work. He has in those years developed an orchestra and a band that would be a credit to any school. Owing to the financial condition of the district, his position has been discontinued for the coming year. It is hoped he will continue in his work in some other school this coming year.

The Redwood grammar schools, under Superintendent John Gill, find themselves in an unusually healthy condition this year due to some favorable conditions. Instead of having the school district's assessed valuation decreased, it was increased $90,000 on account of considerable new buildings and homes erected. The elementary schools, also, due to management, found themselves with such balances that it was possible to decrease the tax rate for the coming year considerably. The a.d.a of the Redwood elementary schools this past year was 1718, as large as that of any district in San Mateo County.

The Hillsborough grammar school, under District Superintendent A. Ralph Romer, opened this school year with an enrollment of 225 pupils, a number which will increase as the school year continues. Mr. Romer and the eleven teachers in charge of instruction at Hilsborough carry out an advanced program of education. This is made possible by the character of the pupils of the district, which is distinctly of the better grade, and by the support of the patrons of the school. The Hillsborough school district is unique in the fact that the Woodland Theater is the property of the school. It is here that the local people finance summer concerts every year that are outstanding in the music circles of the West. Mr. Romer and his sister, Margaret Romer of the Point Loma Junior–Senior High School, San Diego, are authors of "Sky Travel," published by Rand, McNally & Co. This book has been one of the popular readers on aviation for juveniles. This is Mr. Romer's second year as head of the Hillsborough grammar schools. Previously, for seven years he occupied various positions in the Oakland city schools successfully.

E. R. Kuhn is on his second year as district superintendent of the Millbrae school district schools, which includes one school at Millbrae and one school at Lomita Park. Mr. Kuhn is in charge of a fast-growing school system, with a pupil enrollment at the beginning of the school term of 360 pupils in charge of fourteen teachers. The Millbrae section is one of the newer down-the-peninsula home communities now being rapidly built up with attractive homes. Mr. Kuhn is carrying out a progressive program of education. This year he introduced the departmental system in the upper grades. Mr. Kuhn is a graduate of San Jose State Teachers College of the year 1929. In 1932 he received an M.A. from Stanford University in the department of education, writing his thesis under Doctor John C. Almack. Before coming to Millbrae Mr. Kuhn taught for two years in the Santa Cruz County schools.

On page 16 of this issue is the announcement of "The Grade Teacher" for 1933–1934. Florence Hale, the most interesting writer on topics that concern the elementary teacher in the United States, is the editor. This magazine gives you "the most" for your money, and "the best." Address Educational Publishing Company, 425 Fourth Avenue, New York City.

NEWS AND COMMENTS

[*Continued from Page 1*]

bilities, to other pupils. The fact that a large proportion of these books are in such a state of ruin as to be relatively useless as texts is in itself sufficiently cogent reason for their replacement. The additional fact that they constitute a menace to the public health should be a determining factor. Such books have no legitimate place in a society which long ago banished the common drinking-cup and which insists upon modern sanitation.

Any economies egected through an inadequate supply of school textbooks, or through a motley stock of dirty, dilapidated, germ-infested textbooks, are likely to be expensive. Considering the infinitesimal part—approximately 2 to 3 per cent—of the cost of public education which is normally represented by textbooks, it is poor business policy to curtail even that small part to the impairment of educational efficiency and to the potential peril of an epidemic which might cost individual taxpayers many times the trifle saved.

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HARR WAGNER, Editor

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Published monthly. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

LIBRARY NEWS DEPARTMENT

BY MAY DEXTER HENSHALL
County Library Organizer, State Library

The Delano Branch of the Kern County Free Library

BY MISS ANNASUE HUGHES,
Branch Librarian.

IN THE FALL of 1930, O. O. McIntyre—or, as he likes to call himself, "Odd McIntyre—made an exceedingly odd mistake. He observed, in his famous newspaper column, that in times of financial depression people do not read! This observation he based on the complaints of his newspaper friends, who had been "moanin' low" to him about the book business. When I read his statement, I was first amused, then amazed, and finally, as a librarian, somewhat incensed that one so cognizant should be so unlibrary conscious. I contemplated a letter to set him right, but reflected that nowadays one writing to celebrity is suspected of being an autograph hunter, and refrained from paper and pen. I wonder if he has yet discovered his error? Even so small a library as the Delano branch of the Kern County Free Library could prove to him that in times of financial difficulty people read not less, but more, and that they do not depend for their reading directly upon the book publisher and seller, but upon that agency which makes his wares available to them regardless of their pecuniary state—the public library.

Delano branch of the Kern County Free Library has about five thousand books, with rather a complete reference collection for both children and adults, including magazine files, the "Readers' Guide," federal and state agricultural bulletins, and a pamphlet and clipping file. Fifty magazines, ten of them gifts, are on our shelves, and we receive four daily newspapers in addition to our local weekly. Seating capacity in our reading-rooms is thirty-eight, with six reading tables. With this equipment we have been able to give our community, during the past three years, a service which is steadily broadening in scope as our readers realize the resources of their county and state library systems. The problem of the library, here as elsewhere, has been to make known to its public the wealth of material, practical as well as recreational, which it has to offer. For us the problem is more than usually complicated by a population more than half of foreign birth or parentage, and embracing a variety of nationalities, including French, Italian, Portuguese, Scandinavian, Russian, Jew, Armenian, Negro, Japanese, Chinese, Korean, Filipino, Indian, Mexican. Many of our foreign-born people cannot read or write English. In addition to serving readers of foreign languages, we have the problem of reaching the native American who is ignorant of his library opportunities. Locally, this is no small problem, for our cotton industry has brought us large numbers of people from regions where libraries are rare or non-existent. More difficult to overcome than either of these obstacles, however, has been the public tendency to regard the library as a source of recreation only. To correct this attitude and to bring the library to its proper place of importance in the life of the community, we have engaged in a persistent publicity which has emphasized always the practical aspects of library use.

The town of Delano has 2700 residents, but as a branch of the county library we draw our patrons from an area supporting some 4000 people. Unemployment has been relatively small in the territory of our service, but lack of money for other means of enjoyment has sent many to the library for books, and we have endeavored to impress our new as well as our old readers with the idea of the practical use of the library's resources in every-day life. In this we feel that we have been rather successful, as evidenced by the greater variety of the demands made upon us daily. In general, we have experienced a very rapid growth during the past three years, with increases of 75 per cent in book loans, 100 per cent in borrowers registered, and 102 per cent in reading-room use. These gains, we feel, are due to the opportunity which the depression has given us to prove our value to the community, to the coöperation which we have received from the local schools and from civic and fraternal organizations, and to the publicity which we have enjoyed through the courtesy of local business houses and newspapers.

Delano branch is fortunate in having a triple newspaper service. Each week for the past three years the Delano *Record* has carried a weekly column of library notes. This column, written by the librarian, contains lists of new books, occasional short reviews, holiday lists, notes on magazine articles and stories concerning California and written by California authors, and any other news of interest to the library public. Copies of the column are given to local correspondents of the Bakersfield and Fresno papers, with the stipulation that these papers shall not publish our news before it appears locally. Feature stories calling attention to the increasing use of the library, to the variety of readers' interests, to additions of value to changes in schedule, to holiday activities, etc., appear from time to time in the papers. As the Delano *Record* alone enters 1300 homes, we feel that our newspaper publicity is sufficiently far-reaching. Occasionally our news is copied in the valley editions of the San Francisco and Los Angeles papers, and twice stories featuring the increasing use of our library have been broadcast by a local radio station as a part of its news service.

Another type of publicity which we have employed to good effect is the exhibit. Of these we have had a number in local store windows, and for them we have drawn largely upon our agricultural and pamphlet files, as in each we have again stressed the practical nature of library use. One display we planned to stimulate the use of our magazines, which we placed in a store window, together with a volume of the "Readers' Guide" and signs explaining the use of the latter and stating that the magazines were available at the library. This display brought an immdiate increase in magazine circulation. Our most effective exhibit, however, has been the permanent one which we have installed in the local postoffice. In a town the size of Delano, lacking mail delivery, the postoffice is an ideal place for the library to advertise, as everyone must go there almost daily. We obtained permission from the Postmaster General to place our exhibit, with the restriction that it must contain no propaganda or material of a definite advertising nature. An inexpensive case was built and fastened to the wall in a conspicuous position beside the desks. This exhibit is planned to be of interest especially to men, and it usually includes books and pamphlets pertaining to agriculture, business, technical questions, travel, adventure, popular science, sports, etc. A card attached to the case informs the reader as to the library hours and telephone number. We have never arranged a display in this case which has not brought us requests for some of the material shown. Only yesterday a man told us that he had never realized the variety of practical information offered by the library until he observed our postoffice exhibit.

Another publicity method which we have used recently is the distribution of the "Kern County Free Library Quarterly Bulletin" to our business men. This we do in person, with the statement that we will gladly procure for them any book listed therein. This personal service is easy to give in a small community, is appreciated, and has already brought us several new readers. Signs placed in hotels, bus and railroad stations, in the postoffice and in the schools have also attracted new patrons.

Probably our most far-reaching and effective work in Delano is done with the schools. In 1930 library talks were given to the grammar schools and the entire enrollment of the high school was given instruction, involving a written lesson, in the use of the library. That these efforts were not in vain was at once attested by the doubled attendance in our reading-rooms and the consequent problem of discipline which complicated our evenings. In 1931 the high school acquired its own librarian, so that the librarian of the county branch has since been able to devote her attention to the grammar schools. There are three of these, one of them, the Colony School given over to children of foreign parentage. Work with the grammar school children has been interesting and very satisfying, for the results are apparent, and the children are enthusiastic and appreciative, as are also the teachers. Each October the different classes are conducted to the library, where they listen to a talk by the librarian. For the kindergarten and the lower four grades this talk covers the purpose of the library, stresses the variety of books which can be obtained there and the fact that the library belongs to the people of the county, tells the children how to get a library card, how to borrow and how to return books, how to behave when in the library, and how to handle properly the books which they borrow. Story-telling or reading accompanies the talk, and all children not already possessing library cards are given application cards to take home for their parents' indorsement.

The upper four grades receive the same instruction and are given, in addition, a written lesson. We cannot make the written lesson compulsory, as many of the children come to school on the bus and are not able to get to the library after school hours, but interest has been stimulated by the offering of a prize to the room making the highest average, and we have had almost 100 per cent response. The prize usually takes the form of a theater party to see some suitable talking picture, the owner of our theater having generously offered passes to the members of the winning room and their teacher. The lesson is cumulative in idea, each grade repeating the work done in previous grades, and doing an additional problem. The fifth grade learns the arrangement of the books and the use of the

card catalog in finding them. The sixth grade repeats this work and adds the use of the children's encyclopedia. The seventh repeats both fifth and sixth grade work and learns the use of the pamphlet and clipping file, while the eighth repeats the entire instruction and adds the use of the "Readers' Guide." We find that this repetition brings back to the pupil anything he may have forgotten and helps to fix it permanently in his mind.

The finished lessons have shown a most gratifying comprehension and have proved their value in the greater number of children who now use the library with ease and pleasure. The instruction has even brought us some new adult readers, as curious parents have visited the library to see for themselves what their children are learning, and there they have been importantly informed by their offspring as to the use of the card catalog and the "Readers' Guide." These same parents have expressed to us their appreciation of the library, and a number of teachers have also told us that the library instruction has been of real benefit to the children, and has also helped them in their work, especially with foreign children.

Another feature of our library activity in the schools has been the formation of reading clubs for each grade above the second. These have proved very popular, 175 children joining them during the school year. Each club is sponsored by a civic or fraternal organization, which entertains the members at a party toward the end of the year. Third and fourth grade clubs, known respectively as the Book Friends' and the Clock Club, are not limited to any one type of reading, but read simply "six good books from the library." The fifth grade reads nature subjects, and is known as the Field and Forest Club. Sixth graders form the Patriots' Club, which reads books dealing with American history and biography. The seventh grade travels over the world by means of books and calls itself the Explorers' Club. The World Citizens' Club is made up of eighth grade pupils, who read biographies and fiction dealing with persons of world-wide importance, such as Napoleon, Helen Keller, or Joan of Arc.

Each club member reads six books on which he reports to his teacher, and is rewarded by invitation to the party given by the club sponsor. He is also given the diploma issued by the school department of the library to those who have read six library books during the school year. Book prizes were offered this year to club members making the best selection in their reading, or for the best essays on selected subjects. Club members were responsible for the borrowing of over 1000 library books for club reading during the past winter, the younger children being characteristically most enthusiastic.

Another of our innovations for school service is a weekly library day, which we inaugurated for the benefit of those children who come to school on the bus and cannot, because of lack of transportation or the indifference of their elders, get to the library after school hours. On this day these children are brought to the library during the noon hour by the school bus, and we usually have about fifty children who exchange their books at this time. Library bulletins placed in the schools notify children and teachers of story hours, library day, etc., and we furnish these bulletins each month with a list of new books added to the library's shelves.

As already stated, more than half of our population is of foreign birth and parentage. With the foreign children we of course have contact through the schools, and we number them among our most faithful, appreciative, and enthusiastic readers. With the adults it is a different question. Here we are hampered by their inability to read English and by a diversity of nationalities. Most of them, too, are seasonal workers, using Delano merely as a *pied à terre* during the off seasons. Some of the Mexican, French, and Italian children take books in their native language home for their parents to read, and it was a shock to us to discover that these children, bilingual in conversation, cannot read or write the language which is their native tongue, and do not recognize it in print. Among our adult foreign readers we have so far only the Filipinos, who read English, and the Russians. We feel that we have hardly made a start in serving our foreign public, although in the case of the Russians we have at least done that. Our Russian colony is quite large, composed of peasants who came to this country to escape Soviet rule. They are property owners, but not citizens, and speak little and read no English. Their contact with other people in the community is through their children, who act as interpreters. We had tried in vain to meet some of these people, but had no success until one day a large, bearded man wandered into the library and asked us to find for him the chief of police. His son, he said, was in the city jail, which is just back of the library, and he wished to take him a clean shirt. While we were awaiting the arrival of the police force, he looked interestedly around the library and finally asked in a diffident voice:

"This the library?"

We told him that it was and he then said, proudly, "My four girl, she get the book here. She read English!"

We asked him if he would like us to get some Russian books for him, and told him we would send him a card when they came. He laboriously signed his name on an application card, and several days later returned with our notice in his hand, his bushy brown beard split from ear to ear by an anticipatory smile. While we were charging the books he observed pathetically:

"Nine years I live here, I never know I can get Russian book. Hard times now, I got no work. I got notting to read. I worry, I get sick. Now I get Russian hook, I read. I tink I feel better."

The next day several other Russian men came in demanding books in Russian and we had to supplement our loan from the state library. We now borrow books in Russian on an extended loan and keep a supply of them on hand. Sometimes it is difficult to get them returned on time, as these people do not comprehend system, but we have the satisfaction of knowing that every one of them is read by practically the entire colony before it is returned to the state library. And the influence of this contact with the parents is noticeable in the attitude of the youth of the colony, who were previously inclined to give us some trouble. Indeed, one of these young men, who learned the principles of vegetable gardening by using our books while he was confined to barracks for disorderly conduct, is now one of our best library friends. He acts as our intermediary with the older people, and his old, bright red, model T Ford never chugs past our corner without a toot of its horn and a cheery grin and wave from the driver.

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WESTERN SCHOOL NEWS

H. C. PETRAY, formerly principal of one of the Oakland schools, a well-known California schoolmaster, passed away recently. He was on the retired list.

"CALIFORNIA SCHOOLS" for August, issued by the California State Department of Education, has a more than usual amount of information for the schools. The major changes in school finance resulting from 1933 legislation is of supreme importance. Ivan Waterman and Helen Heffernan have interesting book reviews.

"TEXTBOOKS THEN AND NOW" is a brief narrative of the progress of textbook making from 1813 to 1933 and Ginn & Co. development as a national institution. The old textbook exhibit at the Chicago Century of Progress is from the extensive collection of George A. Plimpton, a member of the firm of Ginn & Co. Selden C. Smith has been the manager of this firm for the Pacific Coast for many years.

SAM MORTLAND, "Scotty" of radio and newspaper fame, has initiated a new hour over the radio in the interest of education as represented by the San Rafael Military College. Scotty has one of the most attractive and convincing voices on the radio, and has a large following of listeners.

CARROLL ATKINSON, editor of the *California Principal,* has made important plans for the publication of his journal for 1933 and 1934. It is quite an achievement to issue a school journal these days, with city boards, state boards, and national interests issuing periodicals to promote the various educational interests, with advertisers depending on publicity experts to get published free in news columns propaganda for their various interests.

DOCTOR NICHOLAS RICCIARDI resigned August 19 as chief of the division of secondary education to become head of the San Bernardino Valley Union Junior College. Doctor Ricciardi succeeded A. C. Olney in 1927. Doctor Ricciardi's excellent record is commented on by State Superintendent Kersey in the August number of "California Schools."

DOCTOR HERBERT STOLTZ, chief of the Division of Adult and Parent Education of the State Department of Education, financed by the Laura Spellman Rockefeller Foundation, has resigned to accept the position of director of child welfare in the Oakland public school system.

JAMES FERGUSON, principal of the Jefferson Union High School, Daly City, spent his vacation on his date farm in Coachella Valley. Mr. Ferguson reports the Jefferson Union High School District in good financial condition. He has sufficient surplus funds on hand to make district tax for high-school purposes unnecessary for 1933–1934. Schoolmasters with a gift for school organization and conducting the financial affairs of the district in an efficient manner are greatly appreciated by the Blue Eagle and NRA consumers.

BOOK REVIEWS

A 1933 ADDITION TO NOBLE'S COMPARATIVE CLASSICS is "Macbeth–William Shakespeare" and "The Emperor Jones–Eugene O'Neill," edited by Benjamin A. Heydrick and Alfred A. May, High School of Commerce, New York City. Published by Noble & Noble, New York. List price, $0.90. 270 pages.

This is a very delightfully conceived and executed book in which an older classic is presented side by side with a modern one of the same type. Biographical notes on both authors, sources of the plays, the Elizabethan and the modern theater, the plays themselves, study suggestions, and a comparative study of the two plays, make for a fine high school text.

FRENCH LIBERALISM AND EDUCATION IN THE EIGHTEENTH CENTURY. The Writings of La Chalotais, Turgot, Diderot, and Condorcet on National Education, translated and edited by F. De La Fontainerie, assistant professor of romance languages, University of Pennsylvania. McGraw–Hill, 1932. List price, $2.25. 385 pages.

A presentation of essays of four prominent liberalists of the eighteenth century of France upon education, with introductory notes. The essays are as follows: La Chalotais—"Essay on National Education"; Turgot—"The Manner of Preparing Individuals and Families to Participate Properly in a Good Social Organization"; Diderot—"Plans of a University for the Russian Government"; Condorcet—"Report on the General Organization of Public Instruction."

TOURS THROUGH THE WORLD OF SCIENCE. A general science textbook, by William T. Skilling, State Teachers College, San Diego, Cal. McGraw–Hill, 1933. 758 pages. List price, $1.70.

"Tours Through the World of Science" is another well thought-out book for the general science field. It follows in content the general plan of such books. No radical departures are made. The nineteen tours listed correspond to units of work based upon the physical and biological sciences. The tours trave through the following content: "The Earth," "The Sea," "The Air and the Weather," "Water and Its Uses," "Rocks and Minerals," "Astronomy," "The Chemistry of Commo Things," "Machinery," "Engines that Ru Our Machinery," "Electricity in Modern Dail Life," "Communication by Wire and Radio," "Sound and Hearing," "Light and Eyesight," "Heat and Cold," "How Plants Live and Hov We Should Treat Them," "Animal Life," "Th Lowest Kinds of Animal and Vegetable Life," "The Body and Its Care," "What the Worl Is Learning About Food." The text is wel illustrated. Experiments are placed with th

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paragraphs to which they are related rather than at the end of the unit. The fiction of travel is maintained throughout the book very adequately.

On Teaching English, by Howard Francis Seely, Professor of Education, Ohio State University. 391 pages. American Book Company, 1933. List price, $1.60.

The purpose and content of this book as set forth by the publishers is as follows: "A complete and unhurried consideration of the whole of the composition-teaching problem based on a soundly progressive philosophy of education. The book consists of three main divisions—The Fundamentals, Oral Composition, and Written Composition—which treat in detail of materials, activities, attitudes, methods, and processes essential to successful teaching.

Music in Rural Education. A program for the teacher in one and two-room schools, based on "The Music Hour, One-Book Course," by Osbourne McConathy, formerly director of the department of public school music, Northwestern University; W. Otto Miessner, formerly director of the school of music, State Teachers College, Milwaukee, Wisconsin; Edward Bailey Birge, professor of public school music, Indiana University; Mabel E. Bray, director of music, New Jersey State Teachers College, Trenton, N. J., who collaborated with the following authorities on rural education: Fannie W. Dunn, associate professor of education, Teachers College, Columbia University; Frank A. Beach, director school of music, Kansas State Teachers College, and Josephine Murray, rural schools music supervisor, Tulare County, California. Silver, Burdett & Co., 1933. 290 pages. List price, $1.20.

"Music in Rural Education" is a symposium by some seven individuals upon how music may be presented in rural schools. It is considered a pioneer work on the subject of music as adapted to the needs and exigencies of rural education. It is an excellent handbook for rural teachers on the subject of music.

Corect English. Introductory Course by William M. Tanner. 562 pages. Ginn & Co., 1933. List price, $1.24.

This book is a revision of Tanner's "Correct English, First Course," of 1928 copyright. The purpose has been to make the treatment somewhat more elementary and informal, with a lively appeal to pupil interest, but at the same time thorough and trustworthy. The book contains many exercises varied in character and high in pupil appeal. The grammar has been simplified to bring about easy understanding by the pupil. A full testing program is presented based on the test, teach, drill, test plan. The new illustrative material is mostly drawn from modern authors and from the compositions of high-school pupils.

The Administration of Public High Schools Through Their Personnel, by George A. Rice, associate professor of education and director of teacher training at the University of California and principal of the University High School, Oakland, Cal.; Clinton C. Conrad, associate director of teacher training and lecturer in education at the University of California and vice principal of the University High School; and Paul Fleming, vice principal and dean of boys of the University High School. 723 pages. Macmillan, 1933. List price, $2.75.

This book is an exhaustive treatise on the problems of administration confronting the high-school principal and is a valuable book for any high-school administrator to own and peruse. The discussion and charts and tables run the whole field of secondary administrative problems and are based on pure fundamentals.

STATE BOARD OF EDUCATION

At the regular quarterly meeting of the State Board of Education, held in the city of San Francisco, July 7 and 8, 1933, the following important items were given consideration:

The board approved a petition presented by citizens of the Placentia Union Elementary School District, in which petition they requested permission to conduct an election to determine whether or not the Placentia Union Elementary School District would withdraw from the Fullerton Union High School District and establish its own high school district.

The board expressed great interest in the program of activity in vogue in the State of California in the Civilian Conservation Corps camps. Upon recommendation by the secretary it was agreed that communications be sent to those concerned, including the President of the United States, the United States Secretary of the Interior, the United States Commissioner of Education, and other federal officers, urging the institution of an educational program in addition to the program of activity now conducted for the unemployed youth. The board directed that the facilities of the State Department of Education be kept available for coöperation and assistance in this connection.

The board was extremely interested in the plan of the federal government for its public works program. The state teachers' colleges, the California School for the Blind, the California School for the Deaf, and the California Polytechnic School—all institutions under the direction of the State Board of Education—and all institutions needing to have a further building program were referred to Director Earl Lee Kelly, chairman of the state committee in conection with the program development for this area. The board was especially desirous that public school buildings be given careful consideration in the expenditure of money available for public works programs in California.

The board gave careful consideration to the recommendations presented by a committee consisting of representatives of the State Department of Education, the California Highway Patrol, and others in connection with the development of standard colors for school busses, with the final decision to approve a new section to be added to the regulations of pupil transportation already in effect. This section requires that all new school busses be painted medium chrome yellow, with all lettering and trim to be in black, and that school busses now in use that are repainted shall be painted medium chrome yellow. This is the color recommended by the United States Bureau of Standards as being the most lasting and also the most visible at night and in the fog.

The list of appointments recommended by the Director of Education for state teachers' colleges and the special schools for the year 1933–34 was approved by the State Board of Education.

Retirement salaries were granted to eighty-six applicants.

Following is a list of annuitants approved for retirement:

Alabaster, Marion, Pasadena.
Anderson, Susan Luella, Venice.
Ashburn, Emma G., Berkeley.
Bailie, Margaret Jane, San Francisco.
Barrett, Nellie, San Francisco.
Bartlett, William Abbott, Pomona.
Bird, Mrs. Estelle Royer, Los Angeles.
Braman, Lillian E., Healdsburg.
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Harris, Caroline E., Pasadena.
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Johnson, Mrs. Carrie E., Los Angeles.
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Kittredge, Herbert, Berkeley.
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Martin, Ella May, Stockton.
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Palmer, Mrs. Mary Leila, San Francisco.
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Riddle, Myrtle M., Oakland.
Schellbach, Charles H., San Diego.
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Stockton, Fannie, San Francisco.
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Stuart, Mrs. Marjorie A., Berkeley.
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Brownell, Elmer E., Gilroy.
Morse, Mary Susan, Los Angeles.
Van Matre, Nelson B., Concord.
Watson, Mrs. Minnie Thompson, Los Angeles.

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Bevington, John A., San Gabriel.
Bonner, J. Todd, Johnstonville.
Carne, Harry L., Burlingame.
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Herndon, Mrs. Narcissa H., Lower Lake.
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Maus, Susan Mary, Fairfield.
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Tallman, Mrs. Bessie L., San Pedro.
Paige, Mrs. Grace Turner, Modesto.

The board adjourned to meet in Los Angeles October 6 and 7, 1933.

WESTERN SCHOOL NEWS

DOCTOR H. W. FAIRBANKS, the noted geographer and scientist, reports a large class in geography in the post summer session of the University of California at Los Angeles. Doctor Fairbanks is author of "Real Geography and Its Place in the Schools" and the "California Geography," published by the State of California, and "Europe," "North America," "South America" and various other geography material.

THE SALES TAX is causing considerable unfavorable comment. The people, however, are paying the tax. The unthinking taxpayers are criticizing Governor Rolph and charging him with whatever inconvenience and financial burden the sales tax may cause them. Governor Rolph is not to blame. The people voted the sales tax and the Legislature and people rejected his plan for balancing the budget.

"THE CALIFORNIA Journal of Elementary Education" for August, 1933, is an interesting number. The material is of special current value. The "Elementary School Journal" has five well-known names on its editorial staff and twenty specialists in education on its advisory staff. Communications to the publication should be addressed to Helen Heffernan, Chief, Division of Elementary Education, Sacramento, Cal.

HARRY HAMMOND, State Printer, and his assistants in the State Printing Office and the State Department of Education are to be congratulated on the very attractive appearance of "Our California Home," by Irmagarde Richards. This is the new book published by the state for social work in the fourth grade.

W. E. SMITH, formerly of the Sratford and Virginia hotels, now manager of the Hotel Spaulding, 240 O'Farrell Street, San Francisco, announces rooms as low as $1 per night and $25 per month. This quiet, comfortable hotel is kept in excellent condition. It is patronized by professional men, including teachers and travelers. When you come to San Francisco, stop at Hotel Spaulding.

ACTION OF CHICAGO BOARD OF EDUCATION

1. Curtailed thirty-two fundamental educational activities.
2. Abolished manual training, printing, physical education and household arts in the elementary schools; curtailed physical education, manual training and abolished printing and vocational guidance in high schools.
3. Abolished Crane Junior College.
4. Shortened the school year one month and increased the teacher load 40 per cent. The teaching load in Chicago before this was notoriously higher than in any other of the large cities of the nation.
5. Abolished all special schools and special departments.
6. Removed summarily between 1500 and 2000 teachers from positions for which they had been specially trained and to which they had been regularly assigned.
7. Reduced salaries of all teachers 23.5 per cent.—*School and Society, August 12, 1933.*

New Books in Press

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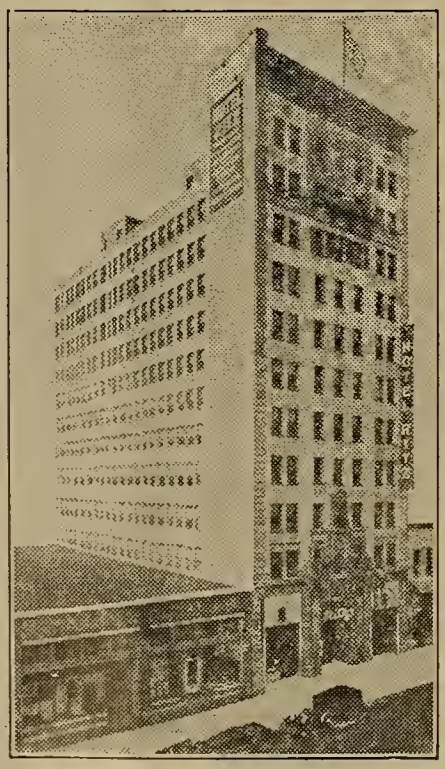

John C. Frémont, "The Man Unafraid," whose activities were instrumental in California becoming a state.

Over 37,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities, shown on the above graph, and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership September 12, 1932, was 37,145.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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CALIFORNIA—BEGINNINGS by Lola Hoffman, Bridge Street School, Los Angeles. A romantic story of California in episodes for grades three and four. Forty full-page illustrations. Size 8 x 10. Beautiful type. An unusual book for teaching California History to lower-grade pupils. The introduction is by Robert H. Lane, assistant superintendent of schools, Los Angeles City. List price, $1.25.

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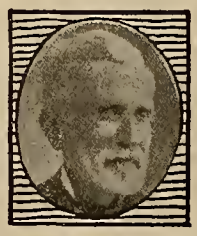
SEPTEMBER, 1933

THE WESTERN JOURNAL of EDUCATION



News and Comments -- By Harr Wagner

N.R.A.—The War of the Revolution, the Civil War, and the World War were of tremendous importance to the human race and its struggles upward. The N.R.A. is a war, not of conquest, not of political power, not of aggression for more mandates, protectorates, kingdoms or republics. It is a war for a better social future, for human brotherhood.

Public education has done its work. Christian pedagogy has conquered paganism. There have been many backward eddies in the stream of time, but the main current flows on, majestic, to the ocean. We recognize that Fourier's "Social Paradise," Sir Thomas More's "Utopia," Plato's "Republic," and hundreds of others were but dreams of a brighter social future. But just as the false moon beneath the smooth surface of the water tells of a true moon somewhere, so do the false attempts to realize an ideal social state prove that the search for a more ideal existence is worth while. We are in sympathy with the N.R.A. and believe that it is the beginning of a great movement which will in time bring us to the end of competition in the amassing of wealth and usher in a more perfect system of humanitarian government.

Buy Books.—Not the N.R.A. or the R.F.C. or any other government department are encouraging a lack of production in books as they are in pigs, wheat, corn, and cotton. The more leisure, the more need of books. The greatest errors tax-fixers have committed have been chiseling library budgets. Books are a prime necessity for profitable leisure. Play, travel, cards, golf, tennis, theater, movies have their value—but books are, after all, the great asset in times of leisure. Buy books—and, speaking of books, they are to be found in public, private, and circulating libraries, and if you have an hour of leisure and are in San Francisco, call at Paul Elder's Book Store and Robertson's, and if in Los Angeles do not overlook Parker's Book Store and Fowler Brothers', Osborne's at Santa Barbara, Vroman's at Pasadena, Fresno Book Shop at Fresno, Levinson's at Sacramento, and Sommer's The Sather Gate in Berkeley. The men in charge of these bookstores are a credit to the state and have a well-selected stock of the books of real value. Patronize your book store. Buy now. Spend the dollars and you will give some new author a job. Bad economy but a good slogan.

Celebrate Columbus Day.—The celebration of legal holidays in the schools has a dynamic result. If a school boy recites Joaquin Miller's great poem "Columbus," something of the spirit of the lines will enter the soul of the boy.

"A light! A light! At last a light!
It grew a starlit flag unfurled!
It grew to be Time's burst of dawn
He gained a world, he gave that world
Its grandest lesson—'On! Sail ON!' "

In the meantime, do not forget the brave discoverer of the Pacific Ocean—Balboa, in 1513, and Magellan, whose ships were the first to go around the world, and Sir Francis Drake, Cabrillo, and others, whose adventures, truthfully told, may be found in "Pacific History Stories." Also do not forget to integrate with the trip around the world by modern steamship and the brave pioneers of the air who have encircled the globe in a few days. Alice Hand has written two interesting plays for children on Columbus. They are printed in this issue.

Education for Leisure.—Governor James Rolph, Jr., ever alert to the interests of education, has addressed to Honorable Vierling Kersey the following letter:

"May I at this time suggest to you, and through you to the State Board of Education, that a program be advanced for providing adult education and community playground activities for the purpose of consuming the additional time they may have? The encouragement of yourself and the members of the Board of Education of a program of this nature, I believe, will meet with the approval of leading educators in this country, and would be a constructive step toward adult development that might be maintained without appropriating additional state funds, by using facilities already constructed."

The suggestion of using facilities already constructed is a good one. The fine school buildings belong to all the people of the district and should be used for community purposes whenever possible.

We Want Leaders.—The big business of education needs aggressive leadership, men of action, who understand the forgotten child as well as the depressed taxpayer. The reorganization of economic conditions will seriously affect the public schools. It is not enough for our educational departments, from the United States Bureau of Education to the humblest school trustee, to perform the duties of the office, edit publications that are not read, issue multigraph copies of form letters, supervise classroom work, and hire and fire teachers. They must be on the watch-tower and down among the masses. The educators must know what the unemployed are thinking about. The poor deluded citizen who commits suicide solves his problems, but the unemployed, the leisure class, the men and women working for less than a living wage, are asking the educators to solve their problems of living.

Discovery Day in the Schoools, by Alice Hand

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VOL. XXXIX, No. 9 SAN FRANCISCO, SEPTEMBER, 1933 PRICE 15 CENTS

DISCOVERY DAY IN THE SCHOOLS

BY ALICE HAND

OCTOBER 12, 1933, and we celebrate in our schools Discovery of America by one Christopher Columbus, great man of the last decade of the fifteenth century. A dreamer of dreams who followed his vision with a dogged determination and a practical efficiency seldom equaled in history's pages, we find him. Struggling through seas of darkness, he discovered and explored a new world. Actual appearance of "new worlds," tremendous changes in every direction, are prevailing themes for this period, and who can deny that they apply almost as radically to our present-day situation?

New continents of thought, tremendous changes, almost necessitate to the average citizen rediscovery of this America of ours. Why not broaden the significance of Discovery Day in our schools? Let the events of 1492–1509 serve mainly as a background of inspiration for a rediscovery of America today —a point of departure featuring contrasts between *Then* and *Now*. Let contrast lead to explorations of these new Continents of Thought, these new Seas of Industrial Change, that we have embarked upon so hopefully of late.

Turn your students, large and small, each into a live-wire Christopher Columbus, incited by his teacher and his mates to rediscover this America of Today. For instance, Christopher Columbus, the Second, discovers the N.R.A.! Often a base of departure offered by the approach of a well-known Commemoration Day can be made to motivate an invaluable widening of perspective.

So, why not let the matter of Contrasts shape the pre-Columbus work this fall, featuring it in all programs used? Contrasts between Columbus' caravels on their first voyage and the same trip on a liner of today; nautical knowledge of 1500 versus the same today, and so on.

Before you present, however, a review of the high points of 1933 in America, create your fifteenth century background with swift, sure strokes, even for the little folks. Emphasize the BELIEFS of Columbus that made possible his first voyage:

1. He believed the stories of the fabulous riches of the Far East.
2. Along with many other scientists from Ptolemy on, he believed the earth to be round. (He did not originate the theory.)
3. He believed the size of the earth to be much less than it really is. (About three thousand miles from Spain to Asia was his idea.)
4. He believed that many islands would break the continuity of his voyage.

Follow the trend of modern handling of biography. Try to make Columbus—son of a Genoese wool-comber, scholar, map-maker, practical navigator—a flesh and blood personality, not a figure on a pedestal holding a glove in its hand.

Note the curious, contradictory elements in him. Sublime vision that dared to change the face of the world, coupled with a dogged determination to win for himself and his posterity material riches and an impossible, unlimited governing power in the New World to the west. A remarkable document it is, this Granada Contract, wherein, after years of hammering, he finally binds Ferdinand and Isabella to the promise that he shall be viceroy, judge, admiral in all the lands discovered; that he shall receive one-tenth of all treasures accruing from them.

Unbelievably courageous, an expert navigator, the world's best example of the explorer type, as a governor he was a failure; as an accumulator of treasure, he met disaster on every hand. Even as an historian, he so often blurred the accounts of his voyage by a curious clinging to myth and fable that when the concise, straightforward descriptions of the New World came from the pen of Americus Vespucci, his contemporary, they caught the public ear so effectively that to Europe it soon became, not the land of Columbus, but the land of Americus.

The story of the four voyages is full of suspense and drama that can never grow stale. Let your students dramatize episodes here and there. From his outside reading, let each student select and present for consideration ten situations that offer such possibilities. An intensive dramatic study of Joaquin Miller's great poem, "Columbus," would be rich in rewards. [See WESTERN JOURNAL OF EDUCATION, September, 1929.] "Columbus Speaks" in the issue for September, 1932, offers good program material, with stage setting simple and easy of execution.

COMPOSITION THEMES might include:

1. "Unpublished" Pages from Columbus' Journal.
2. A Dialogue Between the Two Sons of Columbus, Diego and Fernando.
3. A Letter Written by a Cabinboy on Board the *Santa Maria*.
4. The Finding on an Isolated Shore by Modern Children of the Barrel Containing an Account of the First Voyage as Thrown Overboard by Columbus During a Furious Storm.
5. The Family Relations of Columbus. [His wife, his two brothers, his sister Biancetta, his two sons, were greatly beloved by him.]
6. Nautical Instruments of Columbus Day.
7. The Reference Library of Columbus.
8. The Physical Sufferings of Columbus.
9. A Triumphal Pageant of 1492.
10. What the Captive Indians Thought of Spain and the Spaniards.
11. The Granada Contract.
12. Columbus Title of Nobility and Coat of Arms.
13. Baptizing a Thousand and One Islands.
14. Famous Members of the Second Expedition.
15. Why Columbus Was an Unsuccessful Governor.
16. New Continents Touched, but Not Recognized.
17. Last Days of Christopher Columbus.

SUGGESTED PROJECTS for primary grades:

1. Discovery Booklets, listing new products given to the world by Columbus, such as cotton, tobacco, potatoes, string-woven articles, yellow wax, mastic gums, etc.

2. Columbus Friezes. [Magazine advertisements would be useful here.]
3. Sandbox Reproductions of the Landing of Columbus on San Salvador. [Peanut shells make good miniature caravels.]
4. A Menagerie of New World Animals, as Presented to Queen Isabella by Columbus.
5. Outline Maps, whereon pins with wax heads of various colors, each represent the course of one of Columbus' four voyages.

Program material is easily accessible. A partial list of helpful references is appended. Make Columbus Day as vital as Washington's Birthday. Try to picture Christopher Columbus as colorfully as if he were Franklin D. Roosevelt himself.

Consult your County Librarian for material in September issues, 1932, 1931, and 1930.

Suggestive References

HISTORY—"The story of Columbus," Lennes and Phillips (for children's own reading); "From Columbus to Lincoln," Alfred E. Logie (a selection of letters, etc., firsthand material for student use); "Journal of First Voyage to America," Van Wysts Brooks (for teachers' use); "Christopher Columbus and How He Received and Imparted the Spirit of Discovery," Justin Winsor (excellent for teachers); "Good Stories for Great Birthdays," Frances Olcott; "Days and Deeds," a book of verse for children's reading and speaking, compiled by Burton Stevenson and Elizabeth Stevenson (excellent program material); "Plays for Our American Holidays, Special Celebrations," edited by Robert H. Schauffler and A. P. Sanford, including "The Jewels of Isabella" and "Sailing West to Find the East"; "The Book of Holidays," McSpeddin; "Holiday Selections," Sara Sigourny.

* * *

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An Historical Play in One Act for Intermediate Grades

TIME: Evening of February 29, 1594, some months after the last of the shipwrecks of Columbus.

SCENE: A section of the deck of Columbus' stranded flag ship, spitted on a sandbar in Don Christopher's Cove on the Island of Jamaica. A full moon shines down through screening shelters of bamboo, palm, or the like, which might serve as stage wings. Entrance is through the break in a ship's rail extending across the rear of the stage.

A large table, right center, shows nautical instruments—maps, charts, ship's log, books, feather quill, ink-horn, a bowl of liquid; two stools, a ship's chest left-upstage, a coil of rope, a seaman's scarf lying on the chest.

Eclipse machinery calls for oblong black or brown box, about forty inches in length, sixteen inches in height, to be suspended or lodged high in the branches of the shrubbery mentioned above. Its front is covered by black or brown stiff cardboard with twelve-inch "porthole" in center, through which shines the moon. The moon can be simulated by an electric-light bulb placed in a deep round pan about 14 inches in diameter, its face covered by several folds of chiffon (an old scarf), either, pale orange in color. This contrivance is fastened by cleats directly behind your porthole, but not pressed closely against it. Across this porthole, behind the cardboard front, passes, shutterwise, the 12½-inch "eclipse" disk, drawn very slowly by invisible wires attached at the extreme edge of its diameter endings. [Keep your stage as dark as possible.]

CHARACTERS: CHRISTOPHER COLUMBUS, old, bent, feeble in movement, except when roused to action, white beard (?).

FERNANDO, his son, a vigorous, half-grown lad, and his chum

JUAN, cabin-boy, about the same age.

FRANCISCO PORRAS, leader of the mutineers among the shipwrecked company, a rather slight, sneering man.

GUACANÁRI, Indian Cacique, or chief, sullen and hostile.

ANÁCA, his wife, friendly to Columbus.

HANI and CANA, his two young daughters—friends and companions of Fernando and Juan since the first day of the shipwreck.

Shipmates of Columbus, and men and women followers of Guacanári. Numbers may vary according to size of stage and pupils desired in the action. Try for good grouping and quick action. Avoid bunching, study for effective tableau.

COSTUMES: Study carefully pictures in histories and geographies, and any good commentary upon social life in the early sixteenth century. Suggestions: Columbus, in a loose dark robe, close-fitting dark cap, and leather slippers. Fernando and Juan, in sleeveless leather jackets and ragged dark "shorts." Porras, who enters hatless and disheveled, battered leather jacket, puffed and slashed bloomer-shorts, and flare-topped boots. Followers of Columbus and Poras, more or less the same; improvise details such as belts, dirks, ruffs, etc. Indian men, bare limbs, darkened, brown cotton sleeveless shirts and brown shorts decorated with feathers; flaring feather headdresses and feather anklets. Indian women, cotton slips, brilliant in coloring, belted in with wampum beads; necklaces, floral wreaths, etc., for decoration.

[*Columbus sits at the table with his head bowed in his hands, while Fernando and Juan hover about trying to comfort him. Low, intermittent beating of tom-toms is heard off stage.*]

FERNANDO—Be not so full of sorrow, my brave father. Better for us, stranded high and dry and bedded firm in sand, than out there at the mercy of the maddened hurricane that cast us here!

JUAN—Indeed, sire, 'tis true. Even though base mutiny from Porras and his fellows threaten us; even though starvation creeps upon us, from the hatred of this evil chief Guacanári—still, we have good ground to rest on!

FERNANDO—I liked it not, my father! Ah, well do I remember those wide, yawning seams in the hull and deck, when each and every one gave battle like old Hercules himself to keep frail planks beneath us.

JUAN—Rip, snap—and half a sail gone out! Crash! And the cabin roof snatched off!

FERNANDO—Put it from your mind! Here, my father [*extends bowl to Columbus*]. Drink the healing brew that good Anáca and kind Hani and Cana smuggle in to you. Would it were the food we need to keep the life within us.

JUAN—Drink, sire. 'Twill soothe the pain and fever in your bones, and quiet those hot arrows that forever dart at your poor eyeballs.

FERNANDO—Always good Anáca and her daughters strive to soften the cruel heart their father Guacanári turns upon us. More like our own sweet maids than Indians—these. [*Columbus takes bowl and sips at it.*]

COLUMBUS—Aye, and they would win their father to our cause, did not that cur and malcontent, Francisco Porras, stir his wrath.

FERNANDO—I could see him struggling, shrieking, down among the hungry sharks, and feel no pity!

JUAN—Coward that he was when he refused to go with Mendez and his oarsmen off to seek us help from hawk Ovando, San Domingo way.

COLUMBUS—Diego Mendez—there's a man for you to grow to, lads! Five hundred miles of open sea, in frail canoe with pistols to the heads of six rebellious Indian rowers! God grant he has arrived in safety and that help comes soon, before sly Porras and bold Guanarári do for us! The days have run like years since Mendez left us!

FERNANDO [*Runs to rear of stage and peers out*]—Porras! He is on the sand beneath the bows this moment, plotting, muttering with his favorite villains.

COLUMBUS—Plottings, mutterings! I grow weary unto death of plottings, mutterings! Ten long years they've dogged my footsteps like black, slinking panthers ever on the watch to spring.

JUAN—Would that I were grown, with armies at my back!

COLUMBUS—Four times I've turned my back on safe, familiar lands to lead brave men through strange, uncharted seas in search of unknown worlds and fabled riches—all to bring new glory to my sovereigns—Ferdinand and——[*Porras bursts suddenly in upon them and interrupts Columbus' speech.*]

PORRAS—All to bring new glory to Don Christopher Columbus and his upstart sons, Diego and Fernando! Can you deny your greed for wide, unbounded power, your will to govern haughty Spaniards who were rulers when your grandsire combed out wool in Genoa! You, an alien, an Italian wedded to a Portuguese, daring to control the acts of kingly Spaniards! Granada Contract! Viceroy indeed—who cannot govern even——

FERNANDO [*Threateningly*]—Be silent—villain, rogue, base mutineer who should hang high this moment to the peak of yonder mast! My father's brain and strength of will dwarfs every man who walks beside him—Italian, Portuguese or Spaniard. Power, riches, honor are his just deserts!

COLUMBUS—And in my age, the jealous slander of base curs has cheated me and my two sons of power, riches, honor. Ojeda, Aguado, Roldán, Bobadilla, cruel Ovando, Porras—traitors, slanderers, mutineers!

PORRAS [*Leaping toward him*]—Do you defy me, weak old man! I, who hold Chief Guacanári in hollow of my palm—I, who have his oath to fling your son and you to sharks this night, a sacrifice to that moon goddess they pay tribute to! I, who shall be Admiral in your place with pale tomorrow's dawn?

[*Juan and Fernando, signalling to one another secretly, leap upon Porras and try to subdue him forcibly.*]

FERNANDO—Coward—choke on those base words! No man but he shall reign Viceroy and Admiral in this world. His courage and his brain has won!

[*Porras recovering from the surprise attack, and roaring, "Unhand me, cubs!" is about to shake off the two boys, when Hani and Cana come bounding in and silently pin themselves about each leg of the struggling Porras.*]

JUAN—Hani! Cana! Good maids! Grip fast! That rope, Fernando!

FERNANDO—Aye, I have it! Bind him fast, and then——

PORRAS—Ha, a nest of wild cats! By my faith, I'll crack their skulls like——

COLUMBUS [*Getting to his feet sternly*]—No, no, my children! No good can come from harm to him as long as Gaucanári aids him! Release the cur. Go, cowardly traitor! Join the unkept savage allies you have bought, oh, high-born Spaniard! Columbus will protect his own despite black treason linked with savage cruelty!

FERNANDO [*As the children reluctantly free Porras*]—Your word is law, my father! Aye, I doubt but that the sharks would scorn the carrion crow, but I should like to woo their white moon goddess with *such* bait!

[*They thrust Porras from the stage. As he goes he shouts*——]

PORRAS—The hour draws near—I shall return! Pray hard when those fierce rumbling drums go still!

[*Hani at the rail watches his departure.*]

HANI—He run fast to woods!

CANA—He think my father love him, make him Cacique too!

HANI—No, no, *all* white men die tonight when drums go still! But Porras, he know not!

CANA—Oh, Fernan! Juan! Columb! My heart, it break for you!

COLUMBUS [*Searching, as he talks, through all the books and papers on the table and in the chest*]—Four grilling voyages from proud, ungrateful Spain to this vast savage realm, unknown, uncharted, till I came. The first returned me to her shores triumphant—made me Viceroy, noble judge supreme.

JUAN—Ah, 'twas a noble fête they made for you—great sire!

COLUMBUS—The second landing saw my glory waned, my rights denied me, slander smouldering dark about me! From that third, hard, tumultuous voyage made, I came before my sovereigns broken, bound in chains that fetter still my heart! My dreams in ruins round me! Yet, still, I fought for rights and wealth denied to me and to my valiant sons!

FERNANDO—Diego, my dear brother, I would lose a world to see you once again!

COLUMBUS [*Still searching feverishly*]—A fourth time back I came to this, my hunting ground, the dream still glimmering. New paths to Asia—land of jewels, spice—it lures me yet, that dream, but now it all bids fair to flicker out upon this sullen shore! Helpless, spitted here, beset by hunger, treachery and savage hate, I and my dear son are like to die! It *must* be hereabouts, the book recording strange, unwonted doings in the heavens above——

FERNANDO—I have no fear of death, my father. Always I am son to Christopher Columbus, bravest soul in all this earth of ours! What seek you, sire?

JUAN—Tell me, too, and let me aid your search. The book that tells of sun, and moon, and stars?

HANI—Hush! Some one creeps quiet there! [*Points beyond rail.*]

CANA—The sharks shall feed this time. Not let him go again!

JUAN—The lass is right! Fernando! Again some one steals upon us!

FERNANDO—They'll not surprise us, lad! There—at him, Juan! And at him, maids!

[*A figure appears at rear entrance. They spring upon it, only to fall back quickly.*]

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HANI and CANA—Our mother!

COLUMBUS—Anáca! How come you here?

FERNANDO—Saints above! I came nigh strangling her, poor, faithful friend to us!

JUAN—What news, Anáca? What mean the tom-toms, beating, beating, like heart of some poor creature spent with running!

ANÁCA—Guacanári! He kill tonight. Moon goddess call for blood of great White Chief, Colomb'. When Guacanári strike, Anáca, Hani, Cana—all hold back his hand!

COLUMBUS—No, no, good, kind Anáca. Do not so. Bring not his anger on your maids and you. Perchance Columbus' art may bring the pale moon goddess to *our* aid instead! At last! [*Pounces upon book within chest and lifting it out runs eagerly through its pages.*] Ah, ha, my guess was right! Within the hour, 'tis due. One chance for life; one chance to reach the shores of Spain alive! I care not for myself, but you, my son, with all your life before you—yes, 'tis here! Columbus' memory fails him not! The full moon goddess shall avert our fate! My guess was right. Within the hour it's due. One chance for life—one chance to see again our loved Diego!

[*The drum suddenly ceases—a long moment of silence follows—then yells and warwhoops sound on all sides. Columbus and Juan and Fernando draw close together. Anáca and Hani and Cana crouch in front of them. Guacanári and his Indians burst on to the stage accompanied by Porras and a few of his band. They push ahead of them the followers of Columbus, bound. Guacanári points at full moon and threatens Columbus, who does not flinch.*]

GUACANÁRI—Moon Goddess call for blood of great White Chief, Columbus!

PORRAS—[*To Indian women crouching before Columbus*]—Out of the way, wenches, hinder us not! This alien, wool-combing Admiral and Viceroy shall not again make blundering shift at ruling highborn Spaniards!

[*Columbus draws himself up with great dignity; places one arm about Fernando and raises the other in a commanding gesture against Porras and Guacanári.*]

COLUMBUS—Not one step farther, snarling cur, and you—his savage tool. Columbus' blood flows not for this Moon Goddess you pay honor to! Instead, she gives obedience to me! I have commanded! See [*pointing at moon*], she turns her light away from you! Look not upon them, Goddess! When curtain of the dark has hid your face completely—strike from behind it! Destroy these cowards—Goddess—strike, strike, strike!"

[*The eclipse commences. For a moment, in dead silence, paralyzed with fear, the Indians watch it, then a confused clamor rises. Guacanári and his followers fling themselves at Columbus' feet, imploring mercy, unheeding of Porras' cry of "A trick! A trick! His word controls not moon or stars!"*]

COLUMBUS [*At moment when moon is completely concealed*]—Fear not, oh Chief, my will shall save you from her wrath! Come forth, Moon Goddess. Show your face in mercy unto Guacanári! Ah, you cower, afraid, poor ignorant savage! Release my men! Fernando, bind the traitor Porras fast!

FERNANDO [*Whispering*]—A scarf about his mouth! Quick, Juan and Roderigo! Into the brig with him! [*Porras is hustled from the stage.*]

COLUMBUS—Behold, oh, Guacanári, see—I call her back! Oh, great Moon Goddess, show your face to me, thy master, and to these who have offended you! Spare them, Goddess, spare them all!

GUACANÁRI AND FOLLOWERS—"Spare, oh Goddess, spare!"

COLUMBUS—But mark it well, oh Cacique, mark it well! From now on until I leave these sands, you are my slave and do my will! Go, bring me stores of food! Make haste. But stay—and know that I have saved you only at the prayer of your good wife, Anáca, here, and her two daughters! Go!

[*Guacanári humbly bowing his head and knee before Columbus.*]

GUACANÁRI—I hasten, great White Chief! Behold, she comes to us again, our great Moon Goddess. We seek the food you ask. And, for our lives, we are to you as slaves!

[*Indians all file slowly out, leaving Columbus center of a group made up of Fernando, Juan and his shipmates.*]

COLUMBUS—Give thanks to God above, my children, for your lives tonight. Would these poor souls could trust to Him instead of light from this dead planet hung above them. Ah, perchance some day they shall! And pray that Mendez comes to us with help within the month. I like not this ungenerous shore. I tell ye—pray!

FERNANDO—Aye, aye, my father! Most undaunted spirit this our world has known! The ages shall proclaim thy name, oh, sire! Don Christopher Columbus, great explorer, navigator, sage! Protector and beloved father, we salute you—all!

ALL—Aye, aye, we do salute thee—sire!

[*Tableaux and curtain.*]

LET'S PLAY COLUMBUS

A Group Recitation and Pantomime for the Primary Grades

[FOUR BOYS, FOUR GIRLS, AND COURTIERS.]

[*First Boy, alone on stage, beckons First Girl to enter.*]

FIRST BOY— Come on, we'll play Columbus!
I'm he! The earth *is* round!
I sailed due west to Asia;
Of course, I really found
America and seized it
For good Queen Isabelle!
I sailed to Spain with treasures
And wondrous tales to tell!

[*First Girl enters accompanied by Ferdinand and courtiers.*]

FIRST GIRL—I'll play I'm Queen! I'll give you
Great honor, riches too!
You'll rule all lands discovered,
I'm always friend to you!
Your sons, and all your family,
I'll help in every way;
Go back and find more treasure,
More unknown lands, I say!

[*Columbus departs. The children, waving and shouting "Good luck," etc., follow him out, then return. This signifies the passing of time. Immediately, Columbus' wife, and his son, Fernando, enter and bow to courtiers.*]

SECOND BOY—
Time passes! I'm Fernando,
Columbus' favorite son,
I bring my lady mother.
Let's talk of things he's done!
He writes he's just discovered
Jamaica, Cuba green,
[*Glances through letter he carries in his hand*]
He starts new towns, with gold mines
And pearls to send his Queen!

SECOND GIRL—
I'm wed to good Columbus!
He's wise and brave and kind.
When jealous men would hurt him,
I tell him—Never mind!
You've come through fearful dangers;
You can't be hurt by foes,
Stay now at home, I beg you—
A third time, *back* he goes!

[*Enter courier and presents letter to third boy, who is playing Ferdinand the King. He glances it through.*]

THIRD BOY—
"I'm Ferdinand, believing
The lies that I am told!
[*Reads*] "*Columbus rules unjustly*
He keeps from you your gold.
We've done what you commanded;
In chains, he'll come to you."
How now! He shall be punished
I thought him loyal, true!

[*Court lady, Third Girl—enters with letter.*]

THIRD GIRL—
And I'm a great Court Lady;
His letter comes to *me!*
[*Reads from her letter*]
"More lands, I have discovered,
A river wide, a sea!
I'm true, but chains reward me!
Tell him—O' King, for shame!
[*Columbus enters in chains.*]
He comes! Forget, embrace him!
We do! Long live his Fame!"

[*This last line in chorus from king and queen and courtiers.*]

[*Much pantomime here. Children file out shouting, "Huzzah—Columbus! Long live Columbus." Fernando and Columbus' wife return after a brief interval. Perhaps during the singing once of the chorus to "Hail Columbia," by children off stage (?) They are supporting Columbus, old and weak, whom they help to lie down on a bench or couch.*]

[*Fourth Girl, Columbus' sister, enters and speaks to Columbus.*]

FOURTH GIRL—
Years pass! Your sister greets you!
I grieve to see you lie
So weak, with friends gone from you!
Your son, your wife, and I
Shall bring you love and comfort,
We're with you, loyal still!
Smile now upon us, brother—
We ask, what is your will?

[*Enter Diego, Fourth Boy, Columbus' oldest son.*]

FOURTH BOY—
See, father, here's Diego,
Your oldest, proud of you!
When years have passed, the nations
Will sing your praises, too!

COLUMBUS—
Dear sons, I want not glory;
I gave new worlds to men,
But all I ask, "Be worthy,"
And I'm rewarded then!

[CURTAIN]

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

R. L. Crane, district superintendent of the Daly City and Colma grammar schools, was honored this year with being elected district commander of the American Legion, Post 410, of his community. As district commander Mr. Crane attended the recent American Legion convention in Los Angeles.

The Daly City grammar schools, under District Superintendent R. L. Crane, opened this year with an enrollment slighter than last year, due to the establishment of a parochial school in Daly City. Mr. Crane has his schools in excellent shape for this year's labors. Two school yards have been surfaced, two have been fenced, program clocks have been installed in all schools, and reading tables have been established in every classroom. This year all teachers in Daly City and Colma schools are required to reside within the boundaries of the district.

W. O. Davies, district superintendent of the San Leandro grammar schools, is for the first time this year providing for the education of the physically handicapped children in his district, as is permitted by a state law of recent years. Two attractive bungalows are being remodeled for the purpose and are being joined together by a passageway. One bungalow will be used by the pupils for resting and the other is to be used as a workroom. Mrs. Lenore Marciniak has been secured as a teacher of this group. She has been specially trained in this work at the University of California and has been employed in the same kind of teaching in the Oakland schools. The Kiwanis Club has agreed to aid in transportation of these children where it is necessary.

As in the past, the teaching of music and its appreciation is one of the biggest things carried on in the San Leandro elementary schools. Band, orchestra, and choral work are stressed. This year further emphasis is being placed upon the teaching of the stringed instruments—violin and cello. There is a class of forty receiving instruction in these two instruments.

San Leandro is unique in the fact that in the elementary schools in physical training an attempt is made to teach swimming to all children before they end the first six grades. This is made possible by the use of the very fine swimming pool that the school district owns and maintains.

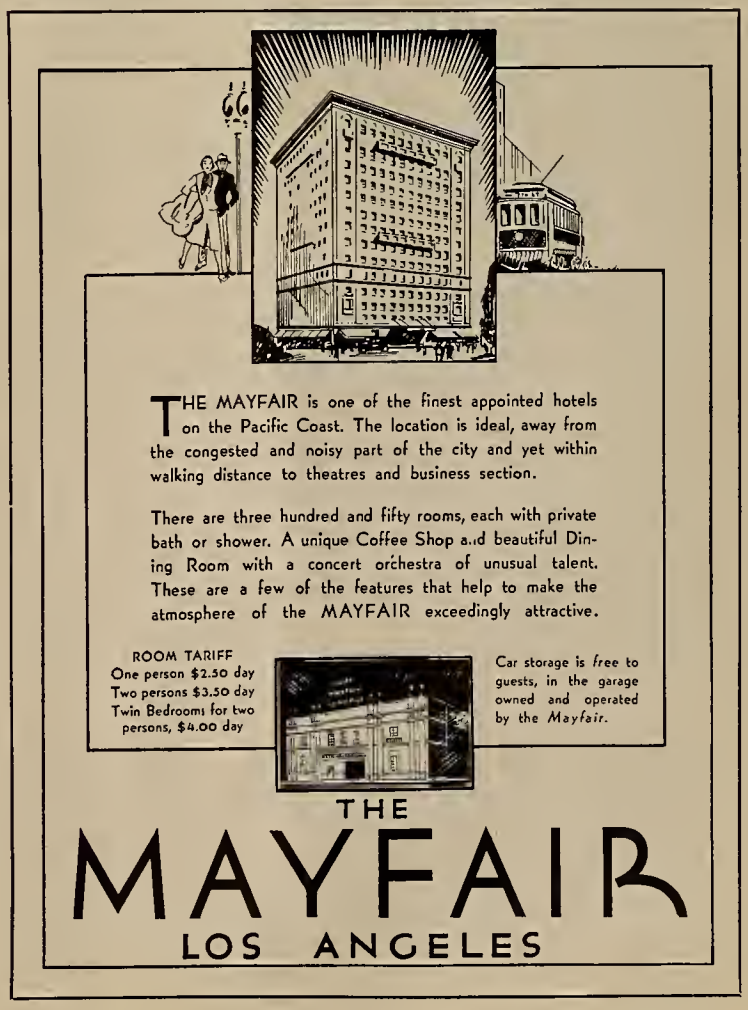
Mr. Davies in his schools this year has an enrollment of around 1700 children, with fifty-four teachers employed.

Owing to the general growth of the community, the Hayward grammar schools show a general increase in all classes this year. District Superintendent Robert M. Reid is planning to continue his usual progressive educational program and is aided by the fact that two additional principals have been given full time for supervision, so that now all of the principals in the Hayward grammar school system have full time for that work. The Hayward Board of School Trustees are to be congratulated for their educational foresight in deciding for supervision when other communities in hysteria are forcing principals to teach full-time in addition to supervisory duties. In Mrs. Katherine H. Borneman, principal of the Markham School and supervisor of the primary grades, Mr. Reid has a person doing an excellent piece of work in her supervision of the lower grades.

The Bret Harte School, of which Mr. Reid himself is supervisory principal, is a departmental school of the upper grades 6, 7, and 8. This school is situated on the rim of the valley and has a vast panorama before it of the bay region south of Oakland, with San Francisco in the far distance. The fact that the school is on the hillside has made it possible to erect the auditorium so that its rear opens upon a hillside that is a natural ampitheater capable of seating thousands. The auditorium stage has been so designed that this rear opens upon this amphitheater and performances can be given for those sitting outside. Acoustics are very excellent.

This Brete Hart School has been very well designed for the carrying out of the manual arts. There is a good manual training department, as well as one for domestic science. It has been the problem of the student body to furnish the money for equipping the auditorium and the various manual training classes have built much of the stage scenery. The art room, built originally for a kindergarten room, is very well adapted for that purpose, being large and airy, and adjacent is a storage-room with bins for various supplies. This art room is also used for community affairs. The fact that it contains a huge fireplace makes it uncommonly attractive for use in social gatherings. In art work the Brete Harte School has been unusually successful under the guidance of Mrs. Merle Simonds, especially in the making of posters.

Into the experience that is that of James Ferguson, principal of the Jefferson Union High School, Daly City, has gone many things that have given him a breadth of view of education and a knowledge of the details that cause the management of a school system to be that of a real business. For seven years Mr. Ferguson has been principal of the Jefferson High School, and during these years he has made an enviable record in both the scholastic management of the school and in the management of its finances. It is perhaps to his background and previous experience that he owes much of his success. In his record we find him principal of the Polytechnic High School, San Francisco; Deputy Superintendent of Schools of San Francisco; principal of the Coachella High School; principal of the Chico High School; and last, but not least, still a grower of dates on



a date ranch in the Coachella Valley. A school man needs patience, and there is nothing better for securing it than owning a ranch in California and waiting for dividends to happen.

The Jefferson Union High School is a growing institution. It now enrolls 449 students, with a teaching corps of nineteen teachers. The growth of the school this past year necessitated the construction of additional classroom space. During the last six years Mr. Ferguson and his Board of Education, consisting of Stella Jensen, Andrew Vireno, Truman Bentley, Lilah Brown, and Adolph Gehringer, have consistently been saving from regular tax levies for additional construction. This past year, with prices at their lowest in history, they were able by an expenditure of $16,600 to get six additional classrooms built that a few years previously would have cost around thirty thousand dollars.

This new addition is built of reinforced concrete and blends in as a wing to the original building. One of the new features is the placing of student lockers in the walls and of remodeling two original locker-rooms—one as bookroom and the other as a men's lounging-room. This new section is given over to science rooms and classrooms. A feature of the biology room is the built-in furniture. On the first floor also is a little theater, made possible by a removable partition between two rooms. The little theater has a small stage, with lights and drapes, and is capable of handling an audience of two hundred persons. Another innovation this year has been the making of a classroom into a dining-room for the cafeteria patrons. This room is most attractive with its four-chair tables of delicate green, with window drapes to match.

The twenty-acre campus of the high school is being rapidly developed. Much of it now is in lawn. For athletics there is a marvelous football field, with a turf hardly equaled by any university on the Coast. In addition, for track athletics there is a cinder track. This summer additional showers were erected for the boys.

One of the features of the high school plant is the auto shop, where Claude Hackley, the instructor, is giving out-of-the-ordinary instruction. His scheme for keeping track of the tools used by the pupils works out extremely well. As tools are given out the checks are placed on a nail opposite the taker's name. Consequently it can be seen at a glance what tool is out and to whom it is charged.

This year Mr. Ferguson and his Board of Trustees are finding it possible to run the Jefferson Union High School for the ensuing year without levying a high school tax. This is due to economical management and the building up of reserves in more prosperous times.

VISTA, in San Diego County, owing to the great planting of avocado trees within recent years, is bound to be the center of the avocado industry of California when the trees come into full bearing. The establishment of homes upon the various ranches has already been effective in raising the enrollment of the Vista grammar schools, under Sylvester B. Hattrup, to around 400 pupils.

FRANK M. WRIGHT, district superintendent of the El Monte grammar schools, has the problem of coping with a large, increasing school population this school year. Within the past few months five hundred residence lots have been sold in this territory, for half of the new subdivisions in Los Angeles County are in that area. Two teachers have been added to the faculty and more than 1600 pupils will be enrolled.

THE COMPLETION of the auditorium at the Columbia School was an El Monte community project of the past spring. The auditorium of 1252 capacity is most attractive in the simplicity of its lines and the delicateness of its decoration. The buff walls, a ceiling with a square design, and the luxurious mahogany drapes make for an attractive whole. The foyer has a beamed ceiling and with side stairs to the balcony is of original design. The stage is large, with a 42-foot opening and a 35-foot depth. Stage and auditorium will be used for all music classes this year. Various articles of furnishings in the

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auditorium were contributions of the P.-T.A. and various other local organizations. The building was built out of current tax levies on the pay-as-you-go basis, and was an undertaking of the past five years.

C. A. Marcy, lecturer in nature study for the University of California Extension Division, one of the authors of the Western Nature Science series, is this fall giving extension courses in nature study and elementary science in Santa Ana, Long Beach, and Los Angeles.

Of interest to school executives and school business managers throughout California is the formation of the Gruwell–Wilcox Company, Inc., supplies, equipment, furniture for schools, churches, and theaters, with offices and showrooms at 1200 South Hill Street, Los Angeles, Cal. B. M. Gruwell of the firm has for years been a successful superintendent of schools in the Imperial Valley, at both Holtville and El Centro. He leaves the last place after a superintendency of nearly eight years. Mr. Gruwell is a keen judge of what kind of school equipment makes for an attractive and well conducted educational plant. His El Centro school buildings were models in all respects. The junior member of the firm, Ralph O. Wilcox, is well known in Los Angeles as formerly a member of one of the champion University of Southern California football teams that made football history throughout the nation. Mr. Wilcox has been filling the positions of assistant secretary of the U. S. C. Alumni Association and field secretary of the Trojan Club. Associated with the company as salesman will be Richard (Dick) Barber, formerly of U. S. C. and holder of the national broadjump record.

The Gruwell–Wilcox Company plans to center upon the handling of the products of local furniture factories and will specialize in school equipment. Good luck is wished to the new firm.

C. A. Brittell is commencing his twelfth year as district superintendent of the Hollister grammar schools with the expectancy that his corps of twenty-four teachers will care for around 750 pupils. Mr. Brittell at Hollister has run an economical yet an up-to-date school system. His management of finances was such this past year that Hollister was among the few cities in California in which the teachers suffered no salary cut. Tax delinquencies in his district were only 3.6 per cent. Mr. Brittell has just been accepted for a doctor's degree at Stanford University. He will write his thesis in education under Professor John C. Almack.

Mrs. Blanche L. Davis, Superintendent of San Benito County schools, has secured Miss Winnie Mae Mackey for the position of rural supervisor for the coming year. Miss Mackey for several years has been rural supervisor in Imperial County. Miss Eva Marshall Camp, who held the position up to this time, is attending Stanford University and is enrolled in the department of education.

The Los Angeles County schools, under Superintendent A. R. Clifton, opened this year with an enrollment of some 500,000 pupils, with 17,000 teachers in charge. In his department of supervision Mr. Clifton has made a change this year from supervisors of special subjects to that of general supervisors of all subjects. Under the direction of Mrs. Lorraine M. Sherer, director of curriculum, these supervisors will be assigned definite districts in which they will be made accountable for supervision of all instruction.

The appointment of Hugh M. Tiner of the Lynwood schools to the position of general supervisor of rural schools by A. R. Clifton, Superintendent of the Los Angeles County schools, was one of the delightful, pleasant promotions of the past summer. Mr. Tiner takes the position made vacant by the recent marriage of Miss L. C. McCoid, who for years has been the expert in primary education in the Los Angeles County Superintendent's office. Mr. Tiner is a young man headed by purpose for a career in elementary education. He is a graduate of Abilene Christian College, Texas, and has received a master's degree in education from Stanford University. For the past four years he has been employed in the Lynwood grammar schools and during the past two years has been assistant district superintendent to C. F. Mercer, district superintendent of the Lynwood schools.

George C. Sherwood, district superintendent of the Orange grammar schools, each year has a theme as the background of the year's school work. Last year Washington was featured. This year Mr. Sherwood is aiming to stress a love for and preservation of the great out-of-doors that is the heritage of all Californians. Nature study science, with its study of the trees and flowers and rocks and animals, will be emphasized. Especially in the spring will the study of flowers and trees be stressed. It is planned that at the time the Women's Club of Orange have their annual flower show each classroom will have an exhibit of its own, also, of wild flora. In carrying out this program Mr. Sherwood is making great use of the Western Nature Science series already published, which are "The Indians' Garden," "The Padres' Garden," "The Pioneers' Pathway," and "Trails Today."

Charles E. Teach, Superintendent of the San Luis Obispo city schools, is back on the job fully recovered from an appendicitus operation that had to be immediately after the close of school in June. Pupils registered in the San Luis Obispo schools this year number 1642, and with replacements and increase four new teachers were employed this fall.

Melrowe Martin, district superintendent of the Salinas high school and junior college, will have an approximate enrollment of 900 students this year. Of these, about 215 are high-school freshmen. The school year started most smoothly, as all old students had their programs already prepared for the new term during the last week of the spring semester. Among the new teachers in the schools are: Margaret Poole, in girls' physical education, formerly from the Petaluma High School faculty; Ruth Meier, in English, from Carlton College; Nelson B. Sewell, in English and social studies; Dorothy E. Hill, in music, from Pomona. Miss Genevieve Smallwood comes to the institution as secretary, after majoring in commerce at the University of California.

Mrs. Lorraine M. Sherer, director of curriculum for the Los Angeles County schools, will have this year 249 teachers at work in committees upon the revision of the Los Angeles County primary course of study.

Mrs. Muriel Edwards, Superintendent of the Santa Barbara County schools, has secured Miss Ruth M. Phillips as supervisor of music for the Santa Barbara County schools. Miss Phillips comes to Santa Barbara from the Sacramento County school department, where she had been employed in the same capacity for the past nine years.

The Western Journal of Education

HARR WAGNER, Editor

OFFICIAL DEPARTMENT—Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

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Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

LIBRARY NEWS DEPARTMENT

BY MAY DEXTER HENSHALL
County Library Organizer, State Library

School Library Service in Contra Costa County

BY MISS JESSIE A. LEA,
Librarian, Contra Costa County Free Library

THE END and the beginning of the county library's school year is in June. Library service to elementary schools is the main work of our school department, as forty-seven elementary school districts have joined the library system. Four high schools and two junior highs have contracted for service.

Before school closes for the summer vacation these schools return to the county library books which are worn out or which will not be used the next year. At the same time the school principals send in lists of the books, periodicals, pictures, and phonograph records which they will need at the beginning of the fall term.

All through the month of June the cases of returned books come in and the shipping clerk is busy unpacking and trucking books to the school library room. They are checked from the school records and sorted into stacks: to shelve; to mend; to clean; to bind; to discard. In June, 1933, 7690 such books were returned and cared for. The school library assistants and the mender work day after day getting the books in order and shelved for the rush of the summer and fall.

The school librarian must prepare and order, early in June, the periodical subscription list. In 1932–33 this list contained 635 titles. Then she begins work on the sheaf of requests received for the new term, supplying what she can from stock on the shelves and sending the books to be packed and stored ready to be shipped at the opening of school. If the books are not in stock, there is the question: Which must be ordered and for which can substitutes be found? Often the advice of the county school superintendent's office is sought, for during the twenty years of the library's existence there has been the most cordial coöperation between the two offices. The library endeavors to meet the needs of the school curriculum and in many cases the advice of the school supervisor means more efficient service with less expense. The supervisors have made the contact between library and schools helpful to both. They have learned the resources of the library and explained to the teachers how they may use it, and they have given the librarian valuable suggestions in book selection.

In the past years a comprehensive course of study has been adopted which the library follows very closely in book selection. The library no longer supplies maps, charts, and globes, as the county superintendent believed better results could be obtained if the library concentrated the funds on the purchase of books and magazines.

One of the interesting phases of work has been with the teachers of special groups, especially with the members of the county school superintendent's staff who have carried on classes for corrective work in reading. The selection of books to help the non-readers, to arouse their interest and carry it along, has been a matter of concern to the library staff. The progress of these special classes has been watched with great interest and pride.

All through the summer vacation teachers visit the school library. Some of those attending summer session come for material from the teachers' professional library which is administered by the county library. Others come in to select books, pictures, and phonograph records from the shelves and files, and to discuss the coming year's work with the school librarian. Such questions arise as—"Just how much of the year's fund has been allotted for the magazine subscription?" "Will it be wise to get a new encyclopedia or to use the money for more supplementary texts or general reading books?"

Late in July the first schools open and our "school rush" really begins. Many books have been ordered in June and July, processed and packed for shipment, but now more requests are sent in for material that is needed urgently Each Monday more schools open and more teachers come in the afternoon to select material. More books are ordered, processed and shipped. Although the bulk of the buying for the year is finished by the end of August, some orders continue throughout the year.

In 1932–33, 10,770 books were added to the school department library. Of these 8010 were supplementary texts. On June 30, 1933, the school department collection consisted of 132,794 volumes, 26,987 pictures and stereographs, 1868 maps and charts. The library served 9716 children through the schools.

By the middle of September the schools are all at work and the urgent requests for text books filled. The School Principals' Associations resume their monthly meetings in September. The county librarian and the school librarian attend these, as well as the meetings of the Contra Costa County Education Association, deriving pleasure from the acquaintances made and profit from the better understanding of the county's educational program.

In October attention may be turned to rounding out the classroom collections of books for reading certificates and the library rooms of the larger schools.

For the past ten years the county library has issued reading certificates to the members of the seventh and eighth grades who read eight books on "The Suggested List of Books for Reading." This list, compiled by the county librarian and approved by the county superintendent of schools, has been revised several times and supplements issued to include some of the worth-while new titles. The list is large enough to allow for a variety of reading tastes and abilities, but all books selected for it have some literary value. We have wondered if this is the proper stimulus to develop a love of books and reading, but teachers report the certificate is a great incentive to children who otherwise might not read and an added inducement to the child who is already a reader. We are hopeful of the ultimate value of the browsing table in the classrooms. This exposure to books and opportunity for sampling them without any thought of other reward seem more likely to develop a true love of reading.

By November the school year is well under way and the county librarian and the head of the school department of the county library visit schools to check over with the principal the material on hand and to learn what new material would aid the teacher. The teachers are urged to coöperate with the library by returning promptly material no longer needed, so that it may not remain idle, but be available for some other school. By this exchange of books the stock of the library is kept active.

The event of November, "Book Week," is observed in many schools, as well as by the branch libraries, and really should be called "Book Month." In some of the schools the P.–T. A. has a "Book Week" program. The county librarian takes a display of children's books to the meeting and explains the merits of these and other children's books. The children prepare special exhibits for the occasion and produce plays or skits in celebration.

In November and December there is a demand for books and pictures with suggestions for holiday entertainments. Books used during the fall semester are brought in and exchanged for those to be used in the spring.

January, February, and March are quiet months and there is more time to attend to the routine work. The book stock is gone over, obsolete material discarded, lists are checked for suggested orders, the picture file is revised, worn pictures removed and new ones mounted and added to the collection.

The picture collection is one of the special features of the school library. Pictures, framed, mounted and in portfolios, are supplied to elementary and high schools for decoration of classrooms, special exhibits, or to supplement project work and visual education. The collection contains 12,269 stereographs, 211 films, and 14,718 pictures and mounted posters.

In the slack months visits are made to a number of the schools to check the collection with the library's records, to remove out-of-date material, reshelve and generally refurbish the school library. The mender is taken along to clean and mend the worn books which are still in use in the school. In the high schools where the county library maintains catalogues, these are revised and any necessary aid or instruction given the student librarians.

After the Easter vacation comparatively few orders come in for material for the rest of the year. The large shipments for the year have been sent.

In the spring of 1933 the main library project was the moving of the library to the new Hall of Records. The task of moving was difficult, but the difficulties of moving and settling were soon forgotten, due to the many advantages of the new home. For the first time the school library is housed in a separate room, with ample space for the necessary equipment and enough shelving for the books.

May brings the reading lists from the seventh and eighth grades. During the year the children have listed the books read on mimeographed forms sent out by the library. When these are returned in the spring they must be checked with the prescribed list and necessary corrections made. When the forms are correct, the reading certificates are typed, signed by the county librarian and the county superintendent of schools, and sent to the schools in time for graduation exercises. In June, 1933, 594 certificates were issued.

In May also the periodical subscription lists are copied and sent to each school. The principal and teachers decide which of the periodicals they wish for the next year, what new titles they care to add and then return the list to the county library.

Teachers planning the next year's work come in to see what material is available, what is desirable to order for the next term, and how the fund may be used to the best

advantage. In response to many requests, material is supplied for graduation and closing exercises.

June arrives again; schools close; the cases of returned books pile up; the shipping clerk and the mender are busy; the school librarian and her assistants discharge, sort, and shelve books. The school year has ended and another one begun.

Publicity

The library resources of the Stanislaus County Free Library are brought very directly to the attention of the public through weekly publicity in the *Modesto Merchants' Shopping News*. Miss Bessie B. Silverthorn, county librarian, advertises the books in the library by brief book reviews under a different subject each week. Books on public speaking may be featured one week and followed in successive weeks by books for "air-minded people," books on flowers and trees and other subjects of general interest to the readers of *Shopping News*.

The Merced County Chamber of Commerce has issued a very attractive folder entitled "Merced County, the Natural Gateway to Yosemite." In recounting the educational advantages of the county, the county library is advertised as follows: "Merced County has one of the finest library systems in the West and serves every part of the county adequately, and in addition serves all Mariposa County communities." This statement is followed by statistics applicable to the year the folder was printed.

The Sacramento County Farm Bureau Monthly, since May, 1928, has given front-page space to articles by Miss Cornelia D. Provines, librarian, Sacramento County Free Library. These articles are copied in farm bureau monthlies of a number of other counties. Valuable information concerning library service and many excellent book reviews are made available through these farm journals to a large rural population.

Pauline Hart, the well-known teacher and principal of San Francisco, passed away recently at the age of eighty-three. Miss Hart with her sister Christine produced a series of maps showing the acquisition of territory by the United States that had a large sale throughout the entire country.

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BOOK REVIEWS

"The Little Road" and "The Open Road" are the enchanting titles of the first two books in the "Highway to Reading Series," by Helen Heffernan, Lillian Bray Hill, and Jane M. Ward. The books are illustrated by Vera Stone Norman and are published by Lyons & Carnahan of Chicago. There is a simplicity about the text that appeals and the word lists are carefully given. The books meet the pedagogical requirements of the modern system of reading. The children will enjoy the large pictures, the short direct sentences, and the "Highway to Reading Series" will, we are sure, be free from motor troubles. The children will read these books and like them. If you do not have these books for your beginners in reading, send for them. Your children will not only enjoy them, but will develop a love for reading material as well as for the picture. Price—"The Little Road," 24c; "The Open Road," 28c.

"Angels and Amazons" is a new book about the progress of women. It is written by Inez Haynes Irwin, author of "The Californiacs" and a dozen other books. Mrs. Irwin has put on record what has been happening to change the status of American women in the last 100 years. The "jacket" tells the story in these few words: "1833 Female—1883 Lady —1933 Woman."

The index leads the reader to play hookey all over the 500 pages. Names of brilliant women and obscure ones, curiosities of history, recent events, all invite instant perusal.

"They Educate Themselves" and "Education Goes On" are titles of two chapters. These give accounts of the admission during the colonial period of girls to primary schools only. Girls "sat at the second table," the instructor being permitted to teach them after his school day with the boys. In 1879 girls were permitted to enter grammar schools in Boston. The Friends' School in Philadelphia hired the first woman teacher.

One of the most dramatic incidents in the book is the story of Susan B. Anthony's attempt to speak at a teachers' institute in 1853. The convention spent half an hour debating whether a woman should be allowed to speak. Only men teachers could vote on the question. The vote was "yes," the speech was short, and the resulting excitement lasted all the next day.

All fields are covered in the book. All pages show how slow the steps of progress were. Lucy Stone said at the funeral of Abbey Kelley Foster in 1887, "Sisters, bloody feet have worn smooth the path by which you come up here." She was quoting Mrs. Foster's own words in 1850.

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FLORENCE H. YOUNG, *Secretary*

WESTERN SCHOOL NEWS

GEORGE C. BUSH, Superintendent of South Pasadena Schools, has an excellent article in September issue of the *Kansas City Teacher* entitled "What Are the Elements of a Strong Professional Teachers' Association"? He insists on high professional leadership and that the welfare of the schools is of more importance than the individual.

MAJOR H. E. BECKLEY, founder of the Beckley–Cardy Company of Chicago and for some years the representative of A. J. Nystrom & Co., maps, globes, and other equipment for schools, passed away on August 31. He was a gentleman, honest, industrious, and friendly. He will be greatly missed by those who have contacted him in a business and friendly way.

MISS HILDA KEEL SMITH, illustrator of several books and art instructor at State Teachers' College, San Francisco, has resigned on account of ill health. She will have leisure to complete her manuscripts of important art books.

RAND, MCNALLY & CO. recently sent out the announcement of the deaths of Harry Beech Clow, the president of the company, on Friday, August 4, 1933, and of Gustave Hessert, the treasurer of the company, on Saturday, August 5, 1933.

THE Siskiyou Union High School District, under direction of District Superintendent A. G. Grant, gave an inaugural program and ball for Tule Lake High School on Thursday, August 31, 1933. Honorable Vierling Kersey, State Superintendent; L. S. Newton, Siskiyou County Superintendent, and many others attended.

MRS. LILLIAN BROWN SCHUETTE of the Roosevelt High School, Oakland, Cal., has recently had published in "Health and Physical Education" an interesting illustrated article on "Crew for Girls." Mrs. Schuette has charge of the rowing activities of the school. She is a sister of Tom P. Brown, the well-known journalist, and is a daughter of Leroy D. Brown, formerly president of the Nevada State University and City Superintendent of Los Angeles.

HARR WAGNER was the guest speaker at the Edison Junior High School, H. H. Glesner, principal, Berkeley, Cal., September 5, on "High Spots in California's Admission Into the Union."

HARRY L. HOPKINS of the Federal Relief Administration has issued a statement that work-relief for unemployed teachers has been authorized. Thirty-three states have reported 80,000 teachers unemployed. Under this order no school need be closed. Write to Federal Emergency Relief Administrator, 1734 New York Avenue, Washington, D. C., for particulars.

LEE EMERSON BASSETT of Stanford University will be one of the leading speakers at the convention of the National Council of Teachers of English, Detroit, December 2, 1933.

MODOC COUNTY INSTITUTE will be held at Alturas, October 5, 6, and 7. Roy Cloud, principal speaker.

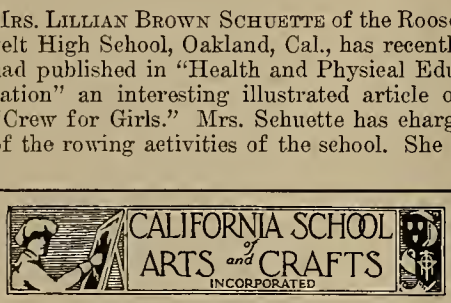
Nevada County, Mrs. Austin, County Superintendent, will hold the county institute in Nevada City on October 17, 18, and 19. Roy Cloud will be one of the principal speakers.

C.T.A., North Coast Section, will hold its convention at Eureka on October 9, 10, and 11.

COUNTY SUPERINTENDENT CLARA E. KREISS held her institute in Weaverville on August 29–31. Roy Cloud, secretary of the C.T.A., was one of the principal speakers. Honorable Vierling Kersey, Mrs. Arta Flood, Mrs. Lillian Hill, David Rhys Jones, Walter E. Morgan, and Mrs. Lennice Eyraud of Bakersfield were on the list of speakers.

THE CALIFORNIA State Board of Education is scheduled to meet in Los Angeles on October 6 and 7. Arrangements are being made to hold the annual superintendents' convention in some central location within the next sixty days.

SUSAN M. DORSEY, formerly City Superintendent of Los Angeles, was elected honorary president of the N.E.A. It shows a fine spirit of appreciation for one who has done such splendid work.



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EARLY DAYS OF KINDERGARTEN MOVEMENT

"This I Saw and Knew"

By NORA ARCHIBALD SMITH

There's a message left on the sky this morning by a passing airplane—just a smoke-wreath, whose outlines are obscured even as you look upon it, and which swiftly fades, leaving but a trace upon the blue.

Such is the fate of many an event, of many a chain of events, for we forget—wisely, blessedly, in many cases; in others, most unfortunately, perhaps.

In one sense, the identity of a person who begins a good work matters not at all, so long as the work is begun; in another and a historical sense, it matters much that the laurel wreath be set upon the head for which it was woven.

To those who were members of that loyal and devoted band of young women who organized and conducted the first free kindergarten work of the Pacific Coast, the year 1878 seems as important a date as that of the discovery of America or the landing of the Pilgrims. The names that shine below the date and give its meaning—Kate Douglas Wiggin (then Kate Douglas Smith), Sarah B. Cooper, Emma Marwedel—are inseparably connected with the year in their various capacities, Miss Marwedel as the veteran teacher who first showed Mrs. Wiggin the truth as it is in Froebel, and Mrs. Cooper, who a few months later became an enthusiastic convert to the faith, after seeing Mrs. Wiggin's work. It is only a little over half a century ago, and yet the outlines of the smoke-wreath are already fading! That there is, however, in educational circles a real desire to have the facts of this early kindergarten movement recorded in accessible form is proven by the frequent appeals to the educational leaders of the day for information on the subject. Only fifty years! And yet so many who were active workers in San Francisco when the Silver Street Kindergarten was opened on September 2, 1878, have passed over the Great Divide that but few are left both able and willing to tell the story as it should be told.

The present writer, a star of the smallest possible magnitude in the constellation of early kindergarten workers, joined her sister, Kate Douglas Wiggin, at No. 64 Silver Street, San Francisco, in 1880; was a member of the first class in the California Kindergarten Training School, established by Mrs. Wiggin in that year, and can say with John Ruskin "This I saw and knew; this, if anything of mine, is worth your memory."

Added to memory (which is not always to be trusted for minute details, but which, in this case is supplemented by two years of steady educational correspondence between the pioneer sisters), we still possess a few copies of those early pamphlets, written by Kate Douglas Wiggin, "The History of the Silver Street Kindergarten" (1880) and "The Free Kindergarten Work of the Pacific Coast" (1882). So far as known up to the present date, these were the first reports ever issued concerning the free kindergarten work of the United States. Their effect was immediate and the response they received widespread, both in America and in Europe.

One has only to look over the mass of letters written at that time to Mrs. Wiggin by persons who received these reports to know of their electric effect. To read the names of their distinguished authors is to duplicate the roster of "Who's Who in American Education" of that day. It is idle, however, to attempt to tell of the apparent magic that emanated from these little pamphlets. Let a part of them be here reproduced, and you can feel for yourself the heartfelt conviction that throbs through the lines and know without argument that other hearts must have throbbed in answer:

A BRIEF SKETCH OF KINDERGARTEN WORK IN CALIFORNIA (1882)

Kate Douglas Smith (Mrs. Wiggin)

The era of free kindergarten work in California began with the year 1878, but something had been done for the introduction of the system into San Francisco a few years previous.

There may have been earlier efforts made to teach the kindergarten system in California by persons possessing some knowledge of Froebel's educational methods; but I can obtain no information covering any successful attempt previous to that of Frau Hertha Semler, who came to this coast in 1873, and had for some years a large and flourishing German-American kindergarten. She interested many persons in the project and a society was formed which purchased a property on Turk Street for school purposes, and otherwise aided in the endeavor to plant this system on California soil. This society, however, was dismembered at the end of a year, and since then Frau Semler has taught smaller classes in her own house. She has now retired from active work, although she is much interested in all that pertains to the kindergarten.

As a pupil, in her younger girlhood, of Froebel himself, and as friend and pupil of Froebel's widow, Frau Semler has been a most worthy exponent of the kindergarten method; and any woman who indulges in a personal adoration of the undeniably great, as well as sincerely good, educator can talk with her without having her high ideals of the man disturbed or changed.

In 1876 Miss Emma Marwedel of Minden, Germany, came from Washington to Southern California and opened a kindergarten and training school in Los Angeles. Her whole life has been given up to disinterested work for education, and we are fortunate in having so earnest and devoted a worker in this field. She has conducted private kindergartens and training classes in Los Angeles, Oakland, and Berkeley, and is now permanently located in San Francisco. My first course of training was under Miss Marwedel, and none of her pupils can fail to feel the benefit of her high ideals in teaching.

At this point it is necessary to quote from the "History of the Silver Street Kindergarten," which was published two years ago, and which gave a resumé of the free kindergarten work up to that time:

"In the summer of 1878 Professor Felix Adler, well known as the leader of a Free Religious Society in New York and as the president of the Society for Ethical Culture in the same city, came to San Francisco for the purpose of delivering some lectures.

"Professor Adler is widely respected for his various philanthropies, among which may be mentioned the Adler Charity Kindergarten, a large institution which he has founded, and in which he is deeply interested.

"During his short visit he convinced several of his friends—prominent gentlemen of this city—that a movement of the same kind for the good of the rising generation ought to be organized here.

"Judge Heydenfeldt, S. Nicklesburg, Julius Jacobs, Doctor Hirschfelder, Miss Emma Marwedel, Mrs. Behrendt, and Mrs. Gottig were among those who lent their cordial aid to the new enterprise.

"Their enthusiasm soon convinced those with whom they came in contact, and on the evening of July 23, 1878, a meeting was called at the Baldwin Hotel for the purpose of organization.

"An Association was at once formed, and became incorporated under the name of the San Francisco Public Kindergarten Society. By-laws were made and approved and officers elected, some of whom are yet in active service. Professor Adler was most kind and efficient in securing membership, and, with the aid of the newly elected trustees, soon secured from one hundred to one hundred and twenty-five names, the fee being one dollar a month. Several life members were also received, upon the payment of one hundred dollars, and with this fund the society began its active work, renting its room on Silver Street, near Third, buying its furniture and apparatus, and reaching out its kindly hand toward the tiny youngsters residing in the dismal locality known as Tar Flat.

"At this point Professor Adler left the city, and the work was carried on by the society thus organized."

This school on Silver Street was the first free kindergarten west of the Rocky Mountains, and the directors of the San Francisco Public Kindergarten Society, who were its sponsors, were most wise and efficient in their labors. On being called by them to organize the new institution, I came from private teaching in Southern California, and had the rather difficult task of endeavoring to build, wisely and well, a fundation plan for future work of this character among poor and neglected children. The first trustees of the society were mostly German and Jewish ladies and gentlemen, progressive in their ideas, energetic in their labors, and generous in their contributions. It was their wish from the beginning to interest the general public, and not to fetter their work with any narrow distinctions of class or sect. So the society grew in strength and efficiency month by month, its members coming from widely differing sources, but all animated with so much good will towards the beautiful and generous charity which was their common care that there could not fail to be entire harmony. This society is still in active service, although retaining only two of its original officers, Judge Heydenfeldt and Miss Emma Marwedel. Its kindergarten is now located on Seventh and Market streets.

All our first attempts, doubtless bristling with the faults of inexperience, were kindly accepted by the public with far more enthusiasm than they deserved. Indeed, from the very beginning, kindergarten work in California has had the most signal success. The people have given their money freely and gladly, the kindergarteners have been thoroughly in earnest and devoted to their calling, the children have flocked by tens and hundreds into every door thus opened, and public school teachers have been, for the most part, unprejudiced and kindly in their feeling towards the new method.

Before discussing at all the tenets of this system of education, or entering into any description of our kindergartens and the work they are endeavoring to do for the children of the city, let us glance at a list of all public or charity schools on this coast in which the system is faithfully carried out, so far as we know.

[CONTINUED IN OCTOBER ISSUE]

NEW PRESIDENT OF N.E.A.

JESSIE GRAY, newly elected president of the National Education Association, is a classroom teacher in the fifth grade of the Thaddeus Stevens Practice School, a division of the Philadelphia Normal Training Department. Born in London, Miss Gray came to America with her parents in her youth. The family selected Frankford, Pa., for a home and has remained there ever since. Miss Gray received her education in the public schools of Philadelphia and the Philadelphia Normal School.

JESSIE GRAY
President, National Education Association

Miss Gray has a charming personality and a keen insight into teaching problems. She is a well-known platform speaker. Her hobbies include mountain climbing.

Miss Gray has been long recognized as a dealer in Pennsylvania. She has served as president of the Philadelphia Teachers' Association and of the Pennsylvania State Education Association. She was the only woman elected in eighty years to the latter position.

As a classroom teacher, Miss Gray appropriately represents the great body of educators upon whom the teaching burdens fall most heavily. The convention will be held in Philadelphia, June 30 to July 6, 1934. The Department of Superintendence will be held in Cleveland, Ohio, February 24 to March 1, 1934.

THE NATIONAL GEOGRAPHIC SOCIETY anannounces that publication of its weekly "Geographic News Bulletins" for teachers will be resumed early in October.

These bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year. They embody pertinent facts for classroom use from the stream of geographic information that pours into the society's headquarters. The bulletins are illustrated from the society's extensive file of geographic photographs.

Teachers are requested to apply early for the number of these bulletins desired. They are obtainable only by teachers. They are issued as a service, not for financial profit, by the National Geographic Society as a part of its program to diffuse geographic information. They give timely information about boundary changes, geographic developments, and world progress in other lands. Applications should be accompanied by twenty-five cents to cover the mailing cost of the bulletins for the school year.

IN APPRECIATION

Harr Wagner Publishing Company: At last night's meeting of the Native Daughters, Mrs. Cora Bender, many years a teacher in Bakersfield and loyal Native Daughter, read the very interesting and entertaining articles published in THE WESTERN JOURNAL OF EDUCATION on "History of the Native Sons and Native Daughters," a poem by Joaquin Miller (whom I knew personally), and others. We take this means to express our appreciation for this article and wish for you success and all good wishes in your wonderful work. Very truly,

MRS. MARY HAMPSON, *Secretary.*
BAKERSFIELD, CAL., September 3, 1933.

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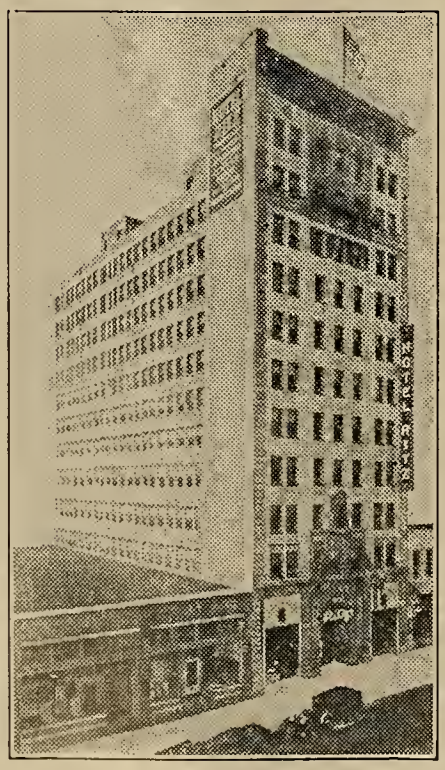

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2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities, shown on the above graph, and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership September 12, 1932, was 37,145.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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OCTOBER, 1933

THE WESTERN JOURNAL of EDUCATION

News and Comments -- By Harr Wagner

The Journal of the N.E.A.—The October, 1933, issue of the journal of the N.E.A. deserves a word of high praise. It is remarkably well edited. "The Interpretation of Education" bristles with great truths. It is the best example of educational leadership that we have had. Here are some vibrant sentences:

"Every great crisis calls for renewed emphasis upon fundamental human values.

"Educational interpretation includes all efforts to visualize and dramatize the significance of schools and learning. Such interpretation is an essential part of the learning process itself. It should begin in earliest childhood. We say to the child again and again in home, church, and school: 'You must learn. You must think for yourself. You must master the tools by which men read and write. You must learn the difference between a lie and the truth, between guesses and facts, between misinformation and reliable information.' This love of learning as a way of life is deeper and broader than the schools. It is this deeper purpose which has created the schools."

"The next time you pass a school pause a moment to think what that school means to humanity. Recall the long dark centuries when the masses were kept in ignorance—when greed and oppression ruled the world with an iron hand. From the very beginning of man's struggle for knowledge, self-respect, and the recognition of his inalienable rights, the school has been his greatest ally. We refer to the school as "common" because it belongs to us all; it is ourselves working together in the education of our children. But it is a most uncommon institution. It is relatively new. It is democracy's greatest gift to civilization. Throughout the world, among upward struggling peoples, wherever parents share in the aspirations of their children, the American common school is being copied. Let us cherish and improve our schools."

A Tribute to Mrs. Stanford.—George Edward Crothers has placed in printed form an address delivered before the Daughters of the American Revolution on "The Educational Ideals of Jane Lathrop Stanford." He pays a splendid tribute to Mrs. Stanford. He quotes Doctor David Starr Jordan, who said of Mrs. Stanford: "She is one of the bravest, wisest, most patient, most courageous, and most devout of all the women who have ever lived."

Egypt and California.—Ali Foad Toulba, the Egyptian Consul located in San Francisco, is a well-known author. His book "Ceylon, the Land of Eternal Charm" has brought him great popularity among the literary people of California. He was the guest of honor at a recent meeting of the League of Western Writers, San Francisco Branch. He spoke on Egypt as an inspiration for writers. The Consul gave high praise to the present King of Egypt, and spoke of the development of modern Egypt, not only in its commercial and industrial activities, but in its art, literature, and education. The Honorable Mr. Toulba has a charming personality, a sincere and straightforward manner of speaking, and is both entertaining and instructive. Egypt and California have much in common in art, literature, and education.

Fletcher Harper Swift.—Doctor Swift of the School of Education, University of California, Berkeley, has given a service to the state in his publication of the "Pioneer Kindergarten Teacher—Emma Marwedel." Again, it was through his interest that we are publishing Nora Archibald Smith's memories of early kindergarten days in California. These articles are very timely in view of the fact that the Legislature in its 1933 session attempted to pass laws inimical to the success of kindergarten schools. We must take no backward steps. The pioneers in promoting kindergarten training performed a great service and helped to make for happy children both in school and home. The work of the brilliant and devoted Kate Douglas Wiggin and her sister, Nora Archibald Smith, will always have a strong appeal to California teachers.

Thanksgiving and the N.R.A.—Alice Hand has in this issue some interesting suggestions to teachers for the celebration of Thanksgiving as well as a unique play and an acrostic that the children will enjoy. Make your Thanksgiving program for 1933 a real, vibrant, up-to-the-minute affair. Link it up with N.R.A. activities. We should be thankful the government at Washington has made tremendous strides in putting over a program of social justice. Our progressive capitalists who made their wealth under stress and fierce competition are working with the President along the fundamental principles of the Golden Rule. We must continue to earn our bread by the sweat of our brow, but the New Deal is based on a square deal for all. The educational leaders should be able to bring about the readjustment of the social order without great harm to any group of people. Let us celebrate Thanksgiving 1933 with real optimism.

The N. R. A. and Superintendent Hartzell.—Oliver Hartzell, principal of the Union High School and Superintendent of the elementary schools of San Rafael, has made an excellent contribution to N.R.A. by building an attractive home for himself and Mrs. Hartzell. He built at a time when people were afraid not only to build, but even to make improvements on property of any kind. He took the lead. Mr. Hartzell has a well-organized system of schools and as administrator has handled the economic affairs of the district in an excellent manner. The new high school, with complete equipment and thirty acres of land, is but one of the many projects he has handled successfully. He has held his present position for thirteen years. His name has been proposed frequently for some very important educational posts and has been mentioned among possible candidates for the vacancy in the superintendency of of schools of San Francisco.

Thanksgiving Day Material by Alice Hand

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VOL. XXXIX, No. 10 SAN FRANCISCO, OCTOBER, 1933 PRICE 15 CENTS

THANKSGIVING DAY IN OUR SCHOOLS TODAY

BY ALICE HAND

THE PLAY presented below attempts to accent Pilgrim characteristics most inspirational to the meeting of difficult problems of today, especially the qualities of faith, coöperation, and self-denial. All projects and school "pre-program" activities could well be shaped to emphasize that theme.

For detailed analysis of Pilgrim History approached from this angle, see WESTERN JOURNAL OF EDUCATION for October, 1931. The October issue for 1932 also contains many helpful suggestions as to dramatization of Pilgrim incidents and the working out of primary grade projects. The list of available Thanksgiving Day material presented in that issue is unusually extensive.

A THANKSGIVING PLAY IN SIGHT

For Intermediate Grades

TIME: The present.

CHARACTERS: Six boys and girls, William, John, Miles, and Priscilla, Barbara, and Mary.

SCENE: Classroom, or living-room. Children grouped about table with writing material before them.

JOHN: Of course, I know it's an honor, six of us picked to write a play about Thanksgiving and the Pilgrims, but——

PRISCILLA: "Buts" beginning to fly so soon! *I* think it's great fun! I feel acquainted with everyone in Plymouth already. Why, just look at our names, exactly like those of some of the most important people that took part in that very first Thanksgiving that was ever held in America.

WILLIAM: Maybe that's why the class picked us. I'm glad I'm the William of the outfit—William for William Bradford. There never was a wiser, kinder, braver man than he was. A sense of humor, too! I guess having him for a leader and friend to all of them was one of the best reasons the Pilgrims had for celebrating Thanksgiving.

BARBARA: That's so all right. And here are Priscilla and Barbara and Mary. Don't you remember how hard they all worked in Plymouth, and how they were among the first to refuse to go back to England when the Mayflower sailed?

MARY: It would be nice to be like a Pilgrim woman, wouldn't it? They were loyal wives and self-sacrificing mothers to their own families and the most capable *partners* Governor Bradford could have had to help him pull the colony through that awful time of starvation, and Indian attacks, there in Plymouth.

PRISCILLA: Plenty of material for a play in the splendid things those women did! And if I were you, Miles, I'd be just as proud of my name as Bill is of his William. Bradford was probably especially thankful during that first celebration to think he had anyone as fearless and good at calling a bluff as that peppery little Captain Standish!

MILES: Guess I'm a lot like him, except I'm only peppery with teasing girls and wild Indians.

JOHN: Miles Standish was all right, but I'm kind of glad I'm the John of this outfit. That Alden fellow seems to have been Johnny-on-the-Spot whenever he was needed most, even if he *was* pretty slow about finding out that Priscilla wanted him to speak for himself instead of for you, old Miles.

PRISCILLA: Modesty, that's what *he* had! Good point for some of you smart boys nowadays to imitate, *I* say.

BARBARA: And John Alden was always happy and cheerful, too!

MARY: That's the kind of people everyone is thankful to have around in hard times like these when everything goes wrong, and your Dad hasn't a job, and you can't buy big-time Thanksgiving turkeys and pumpkin pies and cranberries.

WILLIAM: Here, here, stop making our mouths water, and keep down to this playwriting job. I say, have lots of children in it. Those Pilgrims must have been thankful, and then some, to think they had children who weren't afraid to work like anything and to get their only fun out of little things like finding a new kind of wildflower in the woods.

MARY: Or making a dolly out of a corncob.

MILES: Or getting old Squanto, the friendly Indian, to teach them to make a bow and arrow!

JOHN: No movies, or listening to the radio, or rushing round on bicycles, or roller skates for them!

BARBARA: Think of all the corn the girls husked, and the stockings they knit, and the sick folks they took care of!

WILLIAM: Nothing very exciting for a play there! Think of the log cabins the boys helped to build, and the berries and nuts and clams and wild turkeys they dragged home to the girls and women, to say nothing of the wolves they scared off!

MARY: Well I guess cooking a meal with a wolf howling just outside the fence, or an Indian whooping ten yards away, was just as good stuff for a play as——

MILES: No fighting allowed on a play committee! Got to take hold altogether—just like the Pilgrims did, men, women, and children standing shoulder to shoulder, working together, facing awful calamities together, being neighborly together, and governing themselves together.

JOHN: Yes! Wasn't it great, the way they all stood up in the cabin of that grand storm-battered little old *Mayflower* ship, and signed that compact promising to live under "just and equal laws" and pledging themselves to set up a true democracy?

WILLIAM: Wouldn't step a foot out onto that "stern and rockbound coast" the poem tells about until they had a government, if you please!

PRISCILLA: No wonder they say Plymouth Rock is the cornerstone of our United States of today. Think of all the grit and sand that went into making it a good, *lasting* cornerstone. And I don't mean ground up bits of granite when I say grit and sand. I mean pluck. That's going into our play big!

MILES: And what jolly good neighbors they were to each other!

BARBARA: And how cheerful they were about having to pinch and save, and lose everything and start all over again—just the way folks have to do today.

JOHN: And the pride they took in doing *every* least little job *well!*

MARY: And I intend to see that that play tells about how they paid their debts to the English company that loaned them money in furs and pine shingles when they were sick and half-starved. My Dad says that an honest man who pays his debts ought to be decorated by the President because every one of them makes his job just that much easier for him!

WILLIAM: And speaking of Presidents, how would you like to be President right this minute, trying to make the people of the United States thankful that they live here instead of in Europe, and trying to make them believe that everything is bound to turn out all right for everyone in spite of not enough jobs, and strikes and glums and gloomies who think the N.R.A. is too good to be true!

PRISCILLA: Suppose Mr. Roosevelt should try to write a Thanksgiving play! Wouldn't it be interesting! You know, he wants honest, simpler ways of living for all of us, with good, honest jobs for everyone who wants to work hard. He wants that as badly as William Bradford wanted self-government and religious freedom for the Pilgrims!

MILES: I guess he'd call *his* play *Be Thankful* for the N.R.A. Maybe he'd have a big, blue eagle on the curtain!

BARBARA: It would certainly be all about how everyone in this grand old country of ours will have to be unselfish, always trying to think about the other fellow's needs as well as his own!

JOHN: And how everyone ought to be thankful that Americans are smart enough and sensible enough to want to help him make times better peaceably, instead of scolding about things in his plan that they can't quite understand about.

MARY: Well—let's not try to write *his* play for him, when we haven't even got a plot for our own!

WILLIAM: I'll tell you what! Let's have a Thanksgiving play about three boys and three girls who lived in Plymouth and were out in the woods gathering nuts for the first Thanksgiving feast in 1621. Have them get tired and sit down to talk about how thankful they were to be in Plymouth instead of back in Holland——

PRISCILLA: And have them fall asleep just the way I'm going to do in a minute, and wake up in 1933 all surprised and thankful for bathtubs and trains and automobiles and movies and radios!

MILES: And above everything else have them thankful for a wise, good President who needs to have everyone back him up when he's trying so hard to give us a chance to work and be paid well, and to be honest and happy and healthy and glad he is an American!

WILLIAM: Fine! And let's sing "My Country, 'Tis of Thee" before we get right down to work, because I feel just full of ideas about thankfulness for our country that was founded on the Pilgrim cornerstone of Plymouth Rock!

ALL: We're with you, William Bradford! Let's sing! And then to work! [*Audiance and actors sing "My Country, 'Tis of Thee," as curtain falls.*]

TO ROOSEVELT AND THE N.R.A.

A Thanksgiving Drill and Acrostic for the Grades

STAGE PROPERTIES: A large picture of Franklin Delano Roosevelt, twelve-inch by sixteen-inch heavy pasteboard placards, each carrying on one side one large letter used in forming the word T-H-A-N-K-S-G-I-V-I-N-G; on the other side the blue eagle of the N.R.A. [A "blue eagle" stencil is easily made for such a purpose.] These placards are each held aloft on a standard by six boys and six girls.

ACTION: The children enter singing "Columbia, the Gem of the Ocean." They go through an improvised drill wherein placards are reversed every so often to stimulate a flight of eagles, V-shaped or in circle form, etc. At the end of the singing and drill, they stand in a semi-circle holding eagle side of placard towards audience, and, beginning at the head of the line, each turns outward a letter of the word Thanksgiving, reciting the appropriate verse while facing the picture of our President. At the end, they march out, after repeating the initial drill to the tune of "Columbia," or any other patriotic marching song.

TO ROOSEVELT

T is our TRUST in your rebuilding plan;
H is our HELP that we pledge to a man,
A our AGREEMENT to codes you work out;
N is your NERVE that strikes at our Doubt;
K is our KINSHIP, awakened by Need;
S our SELF-SACRIFICE, warring on Greed;
G is our GIFT of Service and Time;
I is our INDUSTRIES—upward they climb;
V is the VIGOR we bring to the Fight;
I the IDEALS, you keep in our Sight;
N is a NATION Recovering from Fear;
G is our GRATITUDE—Leader and Seer!

THE SOUTH WHITTIER grammar school, under District Superintendent William Henry Johnson, came through the March earthquake with practically no damage. But after a survey some remodeling had to be made to conform to the new state earthquake construction regulations. The South Whittier school has an auditorium set into the school plant in an unusual yet most striking manner. The auditorium is off the front corridor and slants down below the land level. It has windows on either side that look out upon attractive patios, with grass and flowers and the open corridors of the wings of the building. The interior design of the auditorium in its beamed ceiling and color decoration is delightful. This is Mr. Johnson's seventh year at South Whittier. When he came the a.d.a. was sixty-seven and last year it was 237. Two hundred and forty-four pupils are enrolled already this fall. Nine teachers compose the faculty.

THE BEVERLY HILLS schools, under Superintendent E. J. Hummel, are being checked and rechecked as to structural form in order to find out what will have to be done to make them as earthquake resistant as is humanly possible. Since much of the new construction in Beverly Hills was since the Santa Barbara earthquake, it is not believed a great deal of reconstruction will have to be made. Twenty three hundred and thirty-six students are enrolled in the Beverly Hills system this September, which is somewhat lass than last year. Superintendent Hummel has brought his pupil cost this year down to $120.36 per pupil. It was $139.75 last year.

W. E. FANNING, Superintendent of the Brea grammar schools, has an enrollment this year of 450 pupils in two schools and a kindergarten. It is probable that another teacher will have to be employed by the system.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

The Fullerton grammar schools, under District Superintendent R. E. Green, this September opened school under the most favorable conditions of recent years. Enrollment was somewhat in advance of last year and an unusually strong corps of teachers had been secured to carry out the year's program.

The pupils of the Escondido grammar schools, under District Superintendent J. W. Lawson, this past year were checked by various tests as to scholastic achievement. It was found that many grades were from three to six months in advance of the normal for the grade. Already the enrollment at Escondido is up to the peak of last year with 820 in the grades and 43 in the kindergarten. At peak load the enrollment will far exceed that of the past year.

It has been the aim of the Escondido school trustees to build up the faculty by securing more men teachers and also lecturers of higher educational training. At present there are four men teachers among the twenty-seven employed, and of these twenty-seven five teachers have had five years of college work. The latest addition to these men is that of William Prior, who this spring at Stanford University, at the end of his fifth year, secured his high school teacher's credential.

Last June the Santa Barbara City Board of Education discharged Paul E. Stewart, Superintendent of Schools. Mr. Stewart, with a contract with several years to run, refused to consider himself discharged unless his contract was declared invalid by a court of law. The Superintendent of Santa Barbara County schools, Mrs. Muriel Edwards, so far has declared that no charges have been brought before her and the Santa Barbara County Board of Education to cause them to believe the contract Stewart holds is not valid. The Santa Barbara City Board of Education has refused to pay Stewart's salary. They appointed Eldon Ford, assistant Superintendent, acting superintendent. Up to October Mr. Stewart has visited schools, held teacher meetings, and made written recommendations to the Board of Education. He appeared at all board meetings, but was not recognized. His recommendations throughout were passed by the board after receiving the approval of Eldon Ford, assistant Superintendent, and were written into the minutes as having been passed upon recommendation of acting Superintendent Eldon Ford. The week previous to October 9 Mr. Stewart, with over $1000 owing him for back salary from both elementary and high-school districts and the members of the Santa Barbara Board of Education, brought suit in the Superior Court to compel them to issue warrants to pay his salary according to his contract. The Board of Eduction in their next move elected Homer L. Nearpass Superintendent of the Santa Barbara city schools, and on October 9 moved Mr. Nearpass into the office formerly occupied by Mr. Stewart and moved Mr. Stewart's desk and personal belongings to another room in the Board of Education building. This is the situation at the present writing. The cause of the present difficulty is that a previous Board of Education saw fit to maintain reasonable salaries for teachers, following the best of national advice at that time, and would not heed the popular clamor for great reductions of a not exorbitant teacher salary schedule. Led by members of the California Taxpayers' Association, a majority of the board was recalled a year ago, and this past spring the entire board passed into the hands of those desiring extreme retrenchment in the schools and the removal of Superintendent Paul E. Stewart.

According to newspaper accounts, Homer L. Nearpass, who was elected to the superintendency of the Santa Barbara city schools, has attended at various times the Universities of Minnesota, Wisconsin, Columbia, and U.S.C. His teaching experience has been in the middle West and the Philippines. The past year and a half Mr. Nearpass has resided in Los Angeles.

Paul E. Stewart has been Superintendent of the Santa Barbara city schools for the past fifteen years. During that time he has rebuilt all the schools now in use with the exception of one. These schools are noted throughout the United States for their beauty and utilitarian value. In this program between four and five millions of dollars have been spent in the construction of one high school, two large junior high schools, and eight large elementary buildings. A great amount of this building has been on the pay-as-you-go plan. In educational procedures the Santa Barbara system is ranked high in California. Paul E. Stewart himself has been considered one of the outstanding members among the city superintendents of California and has been strong in the councils of the California Teachers' Association.

Mrs. Letitia J. Lytle was this past summer appointed by the Los Angeles County Board of Supervisors a member of the Los Angeles County Board of Education. Mrs. Lytle has for years been interested in education and is a former member of the Los Angeles City Board of Education.

As a result of the earthquake and following a survey by state authorities, Fred W. Ekstrand, District Superintendent of the San Dimas grammar school, has had to recommend the tearing down of the school's assembly hall and cafeteria. The construction of a new unit to replace the one to be torn down has not been decided upon as yet.

One of the interesting labors during the summer months of E. R. Berry, District Superintendent of the La Habra grammar schools, is the compilation of the La Habra school's "Bulletin of Information and Comments on the Course of Study for the Ensuing Year 1933-34." Besides giving information as to regular routine affairs, Mr. Berry by chart and discussion makes an analysis of the results of the testing program, which has been a coördinated feature of the La Habra system for several years. Through this testing program and analysis, Mr. Berry makes available for the teachers knowledge of weaknesses and strength and can recommend stress upon certain subjects or special help for individual students. The La Habra school is organized according to the idea of a social integrated program till 11:30 a.m. each day, with the afternoon devoted to purely departmental work classes. As a result of this experiment work and social integration procedure, Mr. Berry notices that tests show no great advancement till the eighth year, when the results are far above the norm. Whether these results are due to the procedures used finally taking hold or to the further maturity of the pupils, has not been determined. The La Habra schools enroll over seven hundred pupils with twenty-eight teachers.

Miss Ada York, Superintendent of the San Diego County schools, has for this year outlined another series of zone meetings for the teachers of the various schools in the county. It is planned to have these meetings under the general direction of the several rural supervisors. At these meetings, local, county, and state educational problems will be discussed, with emphasis upon local problems. These zone meetings in the past have led to the promotion of local teacher groups. With the invitation to trustees and parents to be present, much has been done to further education in the various communities by means of this friendly acquaintanceship. Also, this year the federal government has placed five San Diego County reservation Indian schools under the educational direction of Miss York. As in the past, the main financial support for the education of these children will come from the federal government. In talking over the education of the Indian children, Miss York has made the following arrangements: The Rincon school has been made a branch of the Valley Center school; the Mesa Grande has been jointed to the Mesa Grande public school; the Pala school has been closed and the children transported to Bonsall; the

Campo school has been united with the Campo public school; and the Orlean school at Santa Ysobel is being conducted from the county office.

Another innovation in San Diego County is that the "Parent–Teacher Carrier," the periodical of the Ninth District P.–T.A., will this year in each issue have a column of rural school news. This feature has been added under the presidency of Mrs. G. A. Lazar.

THE GARVEY grammar schools, under Mrs. Minnie L. Rosenberry, district Superintendent, have increased in enrollment until 1850 pupils are registered. It was necessary this year to hire two more teachers. A peculiarity of the increase of pupils is in the fact that it has occurred in the seventh and eighth grades rather than in the primary grades. There are now ten teachers in the Garvey departmental seventh and eighth grades school. The population of the Garvey School District is almost wholly white. Only 1 per cent of the school enrollment is composed of Mexican children. Much relief work has still to be done in the community, with seven hundred families on the county relief lists. This year Mrs. Rosenberry is planning that the faculty, as their contribution toward relief, will feed the hungry children who come to school. She is recommending that the P.–T.A. raise funds for new books and pictures and supplies of that nature.

DOCTOR A. ELWOOD ADAMS has been elected to the district superintendency of the Rosemead grammar schools. In Doctor Adams we have another Hoosier added to the list of excellent schoolmen from Indiana that have come to California and been leaders of education in the state. Doctor Adams graduated in 1927 with an A.B. from Indiana State Teachers' College (Terre Haute). In 1929 he secured an M.A. from Columbia University. He was employed at this time in the Elizabeth, N. J. schools, and two years ago left a vice principalship of a junior high school to accept a teaching fellowship at the University of Southern California. At U.S.C. Doctor Adams worked under the direction of Doctor Frederick J. Weersing of the Education Department for a doctor's degree and received one in the spring of this year 1933. The thesis which Doctor Adams prepared for his doctorate was upon the subject of "Teacher and Pupil Use of the Junior and Senior High School Library." A thorough student of modern educational procedure, Doctor Adams will continue to maintain the Rosemead schools upon a high level of excellence.

MRS. IRENE H. BOULDIN WHITCOMB, District Superintendent of the West Whittier schools, has two district educational programs scheduled in the district's two schools, one designed for American children and the other for Mexican children. At the Mexican school work is planned around fundamentals, with emphasis upon activities tied with real life situations.

MISS EVA D. EDWARDS of wide acquaintanceship in educational circles in California has accepted for this year the principalship of the Claremont elementary school. Miss Edwards went to Claremont from the Alhambra city schools, where she had been unusually successful as elementary supervisor. The completion of the $148,000 building program of the Claremont Junior–Senior High School under Doctor Earl Thompson was a successful issue of the past year. A beautiful auditorium and stage, class rooms, science suites, domestic science rooms, and physical education quarters were built at a time when contruction costs were at their lowest.

DUE TO renewed activity in the movie studios at Culver City, Miss Bessie Olive Brown, District Superintendent of Schools, has had to provide for an enrollment of 100 additional pupils this fall.

THE GRANT SCHOOL, located in a section that is adjacent to both Hermosa Beach and Redondo Beach, is in an area that is being subdivided into home sites at the present time. Hal H. Gillis, District Superintendent in charge, has had to provide for an increased attendance of thirty-six pupils over last year. The enrollment at present is 274, with prospects that it will continue to greatly increase as new families move into the community.

R. M. MIANO, principal of the Los Banos elementary school, has an enrollment of 750 children this fall, which is the largest enrollment in the history of the school. This is largely due to the fact that the Miller & Lux land division sales are steadily increasing and people are coming in to settle. The school has outgrown its building, the first unit of which was built in 1917 and to which three additions have since been made.

Mr. Miano came to Los Banos in 1918 as a teacher in the high school. In 1921 he was appointed district superintendent, to succeed J. A. Joyce, who went from Los Banos to Taft. Mr. Miano has had both teacher, college, and university training, which he received at San Jose and Stanford. He maintains a strictly modern program and knows how to sell that program to his public, which in these days means being a successful superintendent.

The Western Journal of Education

HARR WAGNER, EDITOR

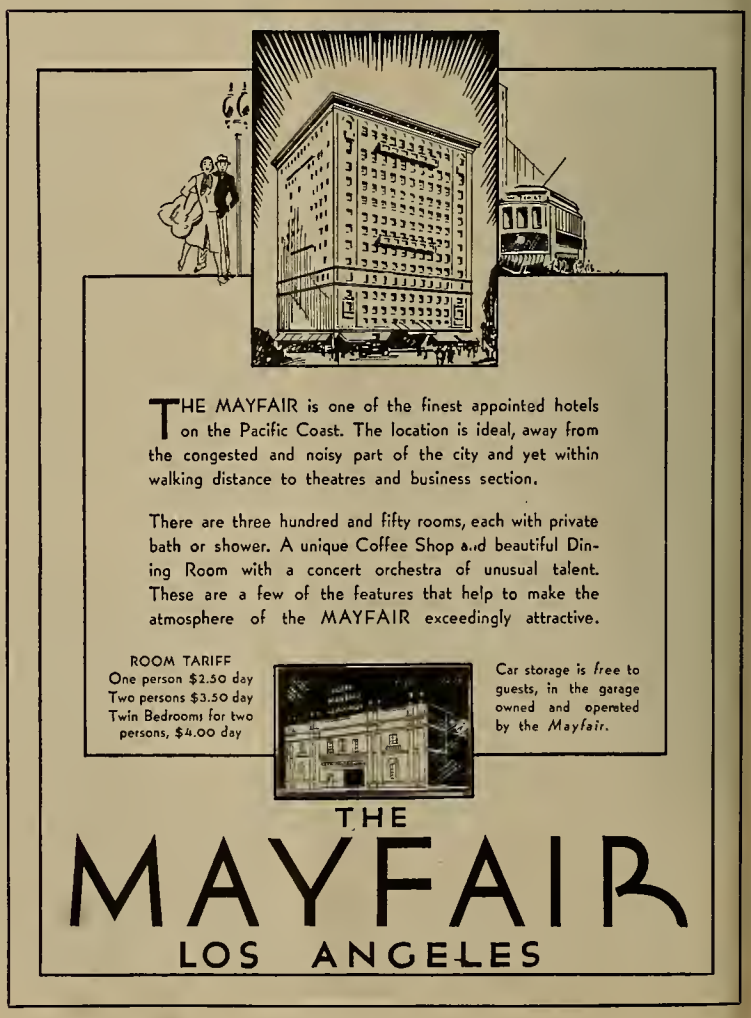
OFFICIAL DEPARTMENT—Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Manuscripts, Contributions of an educational character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.



THE NEWER CHILDREN'S BOOKS

Book Week—November 12-18

Selected by WILHELMINA HARPER

FOR YOUNGER CHILDREN

I Like Animals, by Dorothy W. Baruch. Harper. Price 75 cents. The very pleasing animal verses in this little book will have a sure appeal to youngest readers. Grades 2–3.

Bobbie and Donnie Were Twins, by Esther Brann. Macmillan. Price $1. Gay and expressive picture book relating the wonderful times the twins have. Grades 1–2.

Michael and Patsy, by Dorothy and Marguerite Bryan. Doubleday. Price 75 cents. What fun and escapades these two frisky pups had when left to themselves for a day! Told in picture and story. Grades 2–3.

Mr. M'Tavish, by Marion Bullard. Dutton. Price $1. Very appealing story, with excellent drawings, of a brave little Scotty dog who is much loved by his young owners. Grades 4–5.

Animals All, by Harper Cory. Scribner. Price $1.75. A fine animal book with many photographic illustrations and much valuable information. Grades 4–6.

The Handsome Donkey, by Mary Gould Davis. Harcourt. Price $1.75. When the boastful donkey saved his master's life he became the hero of the village. Very well-told story with E. Brock pictures. Grades 4–5.

The Happy Hen, by Helen and Alf Evers. Farrar. Price $1. All the little brown hen wanted was to stay in her own yard and be happy. A very attractive picture book. Grades 1–2.

The Coffee-Pot Face, by Aileen Fisher. McBride. Price $1.50. Charming little child verse with silhouette illustrations adding to the book's attraction. Grades 2–3.

The Story About Ping, by Marjorie Flack. Viking. Price $1. Delightful picture-story of Ping, the runaway duck, with Kurt Wiese illustrations. Grades 2–4.

The A B C Bunny Book, by Wanda Gag. Coward. Price $2. Bunny's many adventures are told in alphabetical order with remarkable full-page drawings. Grades 1–2.

Ringtail, by Alice C. Gall and H. C. Fleming. Oxford. Price $1.50. This absorbing account of the life of a young raccoon should be in the hands of all younger readers. Appealing, informative, and exceptional illustrations. Grades 3–4.

My Boys, by Gustav A. Geijerstam. Viking. Price $2. Captivating story of the seaside adventures of two little Swedish boys. Well written and ably illustrated. Grades 4–6.

Spunky, by Berta and Elmer Hader. Macmillan. Price $2. Young and old will love this brave little Shetland pony whose life is not always happy. Many splendid pictures. Grades 4–5.

Junket Is Nice, by Dorothy Kunhardt. Harcourt. Price $1. Quite a gay and novel picture book with story of the old man who ate so much junket that all the world came to watch him. Children will love it. Grades 1–2.

Nicodemus and the Houn' Dog, by Inez Hogan. Dutton. Price $1. More humorous adventures of the little negro boy and his hero houn' dog. Grades 2–3.

Johnny Round the World, by Andre and William La Varre. Simon. Price $2. Both a fascinating and valuable "book of photographs of the boys and girls Johnny met on his trip around the world." Grades 4–5.

The Train Book, by William C. Pryor. Harcourt. Price $1. This photographic picture-story telling all about trains will be sure to please any small boy. Grades 3–4.

Nam and Deng, by Phyllis A. Sowers. Price $1.50. Gives an interesting picture of life in Siam and of the thrilling experiences of the boy, Nam. Grades 4–6.

Japanese Holiday Picture Tales, by Chiyona Sugimoto. Stokes. Price $1.50. These Japanese folk-tales and holiday customs are beautifully told and ably illustrated. Grades 4–6.

Told Under the Green Umbrella. Macmillan. Price $2. A wide variety of excellent realistic stories that will be especially valuable for reading to younger children. Grades 4–5.

FOR OLDER BOYS AND GIRLS

Dark Circle of Branches, by Laura A. Armer. Longmans. Price $2.50. Another lovely story of the Navajo Indians, and of the boy Na Nai, by the famous author of "Waterless Mountain." Grades 6–7.

All the Ways of Building, by Louise Lamprey. Macmillan. Price $3.50. This valuable volume gives a vivid account of the progress of architecture "from the wigwam to the skyscraper." Important illustrations. Grade 8 and high school.

Prairie Anchorage, by Marjorie Medary. Longmans. Price $2. A stirring, colorful account of the adventures of a Canadian family who migrate to Iowa in the early days. Grades 7–8, and high school.

Story-Lives of Master Artists: second series. Stokes. Price $2.50. Fourteen tales of some of the world's greatest artists told in manner to interest any reader. Grades 6–8.

The Timber Trail, by Maristan Chapman. Appleton. Price $2. Thrilling account of the part played by four brave Tennessee mountain boys in helping to right the wrongs done their people. Excellent portrayal of mountaineer life. Grades 6–8, and high school.

Naturecraft Creatures, by J. W. Lippincott and G. J. Roberts. Lippincott. Price $1.50. Shows how anyone can model wonderful objects from seeds, nuts, twigs, etc., and teaches a knowledge of nature. Grades 6–7.

Luck of the Trail, by Esther B. Darling. Doubleday. Price $1.75. How a lonely boy and dog find each other and courageously come through the many dangers they meet in Alaska. A story to grip any reader. Grades 7–8, and high school.

Happy Holidays, by Eleanor Graham. Dutton. Price $2. Very interesting collection of "stories, legends, and customs of red-letter days and holidays" for each month, told by the author of "Welcome Christmas." Grades 6–8.

The Wind in the Willows, by Kenneth Grahame. Scribner. Price $1. This charming story in very attractive new edition with E. H. Shepard illustrations. Grades 6–8, and high school.

The Half-Deck, by George H. Grant. Little. Price $2. The many adventures of a young boy in the British Merchant Marine make this a lively tale with enough action to hold any boy reader. Grade 8, and high school.

Peter, by Helen E. Haskell. Dutton. Price $2. A realistic picture of present-day Russia is given in this interesting story of the experiences and romance of the brother of the famous "Katrinka." For high school age only.

The Happy Grove, by Younghill Kang. Scribner. Price $2. A true picture of boy-life in Korea very ably written and attractively illustrated. For high school age.

Marty and Company on a Carolina Farm, by Rose B. Knox. Doubleday. Price $1.75. Delightful story of boy and girl life on a southern farm. Grades 6–7.

Tales of a Russian Grandmother, by Frances Carpenter. Doubleday. Price $2.50. Beautifully illustrated volume of rare fairy tales of old Russia. Grades 6–7.

Franklin Delano Roosevelt, by Belle Moses. Appleton. Price $1.75. An animated biography presenting clearly and interestingly the important steps in a splendid life. Grades 6–8.

New Land, by Sarah L. Schmidt. McBride. Price $2. How a courageous twin brother and sister help their family succeed on a Montana homestead. Full of action and interest. Grade 8 and high school.

The Casting Away of Mrs. Lecks and Mrs. Aleshine. Appleton. Price $2.50. Fine new edition of this amusing tale of the two ladies cast away on a lonely island. Grade 8 and high school.

The Girl Through the Ages, by Dorothy M. Stuart. Lippincott. Price $2.50. The author of "The Boy Through the Ages" has given a faithful and vivid picture of girl-life, beginning with the days of ancient Egypt. For high school age.

Against the Jungle, by Thames Williamson. Houghton. Price $2. When an American scientist was lost in a South American jungle, a searching party from New York set out to find him. Thrilling adventure tale. Grade 8 and high school.

A Loyal Foe, by Ivy M. Bolton. Longmans. Price $2. Colorful account of the War of Roses with a brave youth, companion of Prince Edward, as central figure. Grade 8 and high school.

The Big Tree of Bunlahy, by Padraic Colum. Macmillan. Price $2.25. This noted author at his best in a collection of charmingly told Irish legends. Grades 6–8.

Jothy, by Charlotte C. Wyckoff. Longmans. Price $2. A young girl of the jungles is the heroine of this interesting glimpse of life in present-day India. Grades 7–8.

WESTERN SCHOOL NEWS

C. EDWARD GRAVES, librarian of the Humboldt State Teachers' College, contributed to a recent issue of the library journal an excellent and timely article on "Nature Appreciation as Leisure Occupation." Mr. Graves as a lecturer on our mountains and interpreter of the finer moods of the great outdoors has attained a reputation of genuine achievement.

M. C. TAYLOR, District Superintendent of Schools of Indio, Cal., spent his vacation in New Mexico, Texas, Louisiana, and other Southern states. He is a personal friend of the well-known Louisiana educator, State Superintendent Thomas H. Harris. Superintendent Taylor has handled the financial affairs of his district in an effective way. Four additional teachers have been employed, and the enrollment has increased, due largely to the fact that several thousand men are at work on the Metropolitan Aqueduct near Indio.

MISS GRACE BALL has opened the Grace Ball School, offering secretarial training, shorthand, typing, business English, filing, index-in, and bookkeeping. It is located in the Holbrook Building, 58 Sutter Street; telephone, EXbrook 5232.

Miss Ball's wide and successful experience in secretarial training in San Francisco, including summer session and extension teaching at University of California, testifies to her ability and skill. Formerly assistant professor of economics at University of Idaho, she organized the School of Commerce there. She later organized the central stenographic department of a leading California banking system; and subsequently traveled throughout the Pacific Coast states in business education work.

WINNIE MAE MACKEY has taken the initiative in putting on a progressive program with the coöperation of Superintendent Blanche Davis in San Benito County. Miss Mackey will carry on the work of Mrs. Eva M. Camp in socializing the social subjects (units of work and pupil leaders) and in adjusting the curriculum to the child. She is well prepared both in education and experience, with three years of teaching in Colorado, five years as art supervisor in Southern California, four years as general supervisor in Tuolumne and Imperial counties, and two years as principal of Leland Stanford Elementary School in Sacramento. Miss Mackey has several degrees and will have a doctorate in the near future.

MISS BLANCHE L. DAVIS, County Superintendent of Schools, called the teachers of San Benito County together for an all-day meeting at Ausaymas School. The program included two primary reading demonstrations, given by Mrs. Gladys Potter, assistant chief of the Division of Elementary Education. In her first demonstration, Mrs. Potter showed the use of the coöperative story in beginning and remedial reading. With the second group, Mrs. Potter demonstrated primary reading, using textbooks. Following the demonstration, Mrs. Potter led a discussion of related reading seat work. The teachers brought various types of seat work for her evaluation.

Other demonstrations were given in the afternoon by the Ausaymas teachers. The need for individual work in reading was shown by Mrs. Delia Briggs, who gave the reading comprehension grade scores and reading rate of her pupils. Mrs. Briggs showed various methods for remedial work in reading with members of her class; showing methods used for poor comprehension, reading rate, articulation, and pronunciation. Other Ausaymas teachers had children give reading reports and dramatizations. Miss Davis has planned a series of demonstrations for the year. She says that "Seeing is believing."

DOCTOR E. P. CLARKE, editor of Riverside *Press* and senior member of the State Board of Education, passed away September 20 from the effects of a heart attack. Doctor Clarke was greatly honored for his well-known integrity and devotion to public welfare. He was a trustee of the University of Southern California, a member of the Chamber of Commerce and of the Methodist Church, and various clubs. He was the author of "Orations of Paul," published by Harr Wagner Publishing Company. Doctor Clarke was a kindly man, austere but considerate, a man of great energy and belief in our modern institutions. It will always be remembered that when put to the test he sacrificed his personal friendship for Edward Hyatt, State Superintendent of Public Instruction, by giving publicity to the condition of his health. Mr. Hyatt was a condidate for reëlection. He was seriously ill—paralyzed. Mr. Clarke gave a statement of his condition to the public in a dramatic manner, taking the stand that the affairs of state required the services of a man physically able to perform the duties of the office. Mr. Hyatt, his friend and neighbor, was defeated, and Will C. Wood was elected.

THE RED BLUFF HIGH SCHOOL, R. R. Hartzell, principal, opened this fall with a larger enrollment than ever before. More than four hundred registered the first day.

The Red Bluff City School, J. D. Sweeney, district superintendent, added a large auditorium to the fine new grade school during the summer vacation. L. P. Dragon of Berkeley was the architect and J. P. Brennan of Redding was the contractor.

The school has added a home teacher to the staff to care for half a dozen little "shut-ins" who are confined to their beds most of the time. Mrs. Maude Krege is in charge of this new line of work.

NOTWITHSTANDING the legislation which repealed the annual convention of county, city, and district superintendents, the superintendents have unanimously responded to the call for a conference and are attending the meeting at their own expense.

Superintendents of schools will meet in a two-day conference, October 20 and 21, in Oakland, to discuss problems of the schools which have resulted from the unsettled condition of the country. A discussion of the various laws affecting education will be had, together with plans for meeting new conditions which face the schools.—*From Vierling Kersey's Report to the Governor's Council.*

MISS BLANCHE L. DAVIS, San Benito County Superintendent, maintains that the child should be marked according to his own ability and the progress he is making. If the slow child is working up to capacity, he is satisfactory regardless of whether he is up to grade. Likewise, the accelerated child, if "slumping on the job," is unsatisfactory. Miss Davis says: "The continual giving of high marks is apt to make the bright or fortunate child a prig, while a failing grade gives the retarded child such a sense of failure that he may feel that his efforts are of no use."

The County Board of Education coöperated with Miss Davis by revising the report cards. The marks were changed from numbers 1, 2, 3, 4, 5, to "satisfactory" (S) and "unsatisfactory" (U). The number of subjects listed was also decreased. Miss Davis feels that these changes will lead to a more progressive education in the county.

THE FOLLOWING statement indicates that the State Department of Education has used every means to coöperate in savings for the state. This saving was accomplished by curtailing many activities and in some instances certain work was discontinued temporarily.

	Returned to Fund
Support appropriation	$14,526.40
Support—Special education	11,716.32
Rehabilitation fund	33,000.00
Excess credential fees	29,806.97
Total	$89,049.69

The net earnings on investments held in trust for the teachers' retirement fund during the year 1932–33 was $280,315.20. This represents a very substantial rate of income on the investments, which are mostly school district bonds. The net increase in investments during the same year was $510,582.75. —*From Vierling Kersey's Report to Governor's Council.*

One Use for Leisure

FREDERICK H. MEYER, for forty years a revered teacher of the arts and crafts in the bay region, makes an appeal to young people and grown-ups to take advantage of the new leisure provided by N.R.A.

"I make my appeal to the boys and girls whose inclinations are artistic," says Mr. Meyer, who is director of the California School of Arts and Crafts in Oakland, "to capture the gleam and strengthen it by the study of the graphic arts and also the crafts. . . . I make my appeal to adults who have always wanted to draw, to paint, to design, but who haven't had the time for it. The time is yours now, and there is no limit to the opportunities which will be offered to meet the seekers.

"To realize the beauty of consummate art, to know the charm of a refined and sensitive existence, we must ourselves experiment in the field of the creative arts. The rewards in inner satisfaction alone are inestimable. Already the demand is felt in day and evening schools to provide for the development of long cherished hobbies. For the mass of our people are acquainted with the possibilities for enrichment, as well as of danger, that rest in the employment of our new leisure."

This machine age has robbed millions of us of any aptitude for doing things with our hands. There is a very primary and primitive satisfaction in exercising some skill or aptitude in creating something. Every amateur carpenter has felt it. Who can say how much of the maladjustment and insanity existing today has its source in the thwarting of the instinct of workmanship? Mr. Meyer has an idea for us.—*Daily News.*

Frederick H. Meyer, the founder of the California School of Arts and Crafts, Oak-

land, Cal., has made a fine contribution to the development of practical arts in the West, and the above editorial meets with indorsement by his patrons and students.

H. L. Nearpass of Los Angeles has been appointed City Superintendent of Schools of Santa Barbara, to succeed Paul Stewart. Superintendent Nearpass was educated at University of Minnesota, University of Wisconsin, Columbia University, and the University of Southern California. He has taught in the Middle West and the Philippines. Paul Stewart's contract as Superintendent of Schools has several years to run, and he will no doubt submit his claims to the courts for settlement.

BOOK REVIEWS

The State Department of Education has issued with a foreword by Vierling Kersey a booklet entitled "Prize Poems From the Creative Verse Writing Contest Conducted by California State Fair, 1933." The booklet includes some very excellent poetry, creative and original. Miss Helen Haffernan, Chief of Division of Elementary Education and Rural Schools, has made a splendid beginning in promoting creative writing, and the contest for next year will prove of great interest to children and teachers.

"John Martin's Big Book," teachers' edition, has just been issued by the Educational Publishing Corporation, 425 Fourth Avenue, New York City. Florence Hale, nationally known and popular wherever there is a progressive teacher, has written an excellent foreword. Miss Hale says "I feel I have found a new treasure," and again she goes into detail —"One of the charms of the book to me is its artistic and original illustration, which helps so much in interpreting stories for children." We all know about John Martin—but here is "John Martin's Big Book" of many big pages and big illustrations. It is just the kind of book the teacher needs when the pupils become weary about 11 o'clock in the morning, or 2:30 in the afternoon. Price of the book is $1.50. Order from the Harr Wagner Publishing Company, 609 Mission Street, San Francisco, Cal.

Arthur H. Chamberlain, editor of the *Overland Monthly* and formerly executive secretary of the C.T.A. and president of the Throop Polytechnic College, a writer and lecturer of prominence, is now the founder of a new publishing house in Los Angeles City. His newest book is entitled "Human Chips," by Boris V. Monomack. The author states that his desire is to lay a commemoration wreathe to the memory of countless victims of the great Russian Civil War. The book is attractively printed and bound. Price, $1.50.

The September issue of the *Overland Monthly* has an attractive page called "Melody Lane," edited by Ben Field, the author of the new book "Carcassonne" and president of the League of Western Writers.

"Songs of the Redwoods and Other Poems," by Stanton A. Coblentz, an Arthur Chamberlain design and produced book, is a credit to author and publisher. Mr. Coblentz is author of nine books and compiler of two more. He lives in Sausalito, but most of his literary work is published in New York. "Songs of the Redwoods" is a fine book for the library or a gift. Its very colorful cover, its attractive paper, and artistic printing has a strong appeal. Price, $1.50. Send for copies to Arthur Chamberlain, H. W. Hellman Building, Los Angeles, Cal.

Mrs. Natalie Dobbins is the author of a new book on China called "Feng Ching," published by Suttonhouse, Los Angeles. Mrs. Dobbins has compiled a number of pages of interesting extracts from the writings of Confucius and others, and she has contributed some very interesting original poems. The illustrations and text are printed on various shades of paper. The book is a unique contribution, and Mrs. Dobbins has been greatly complimented on her success by many friends. Price of the book is $3.00. Copies may be secured by addressing Suttonhouse—Publishers, H. W. Hellman Building, Los Angeles, Cal.

Bertha E. Roberts is to be one of the principal speakers over Radio Station KFRC on Kindergarten Education.

"California" for the Holidays

With the approach of the holiday season our thoughts turn to mediums of expression of the holiday spirit and to the ever-vexing problem of how we can remember everyone with our budget limited.

This year, to some extent, the problem can be solved at a minimum of expense by the use of the "California" pictorial book. Thirty-two pages in rotogravure show some one hundred and ninety views of the most interesting scenic attractions and points of interest throughout the entire state. On the inside front cover is a space five by seven inches which can be used to print or write your holiday greeting.

Booklets may be obtained at a cost of 10c each from the California Journal of Development, Ferry Building, San Francisco, or the W. M. Garland Building, Los Angeles.

New President for Book Company

O. S. Reimold, for many years vice president and sales manager, has recently been elected president of World Book Company, following Caspar W. Hodgson, who founded the company in 1905 and has taken a voluntary leave. The present directors of the company, all of whom have been associated with World Book Company for some time, are L. W. Blaisdell, William C. Ferguson, Ernest Hesse, Caspar M. Hodgson (son of the former president, assistant to the new president), F. Edward Kaula, Arthur S. Otis, and Mr. Reimold.

Mr. Hodgson is recuperating on his beautiful mountain ranch, at Usona, Cal., near the Yosemite Valley.

Teaching School Music, by Alma M. Norton of the State Teachers' College, Tempe, Ariz., with introduction by Louis Woodson Curtis, director, Division of Music, Los Angeles City Schools. Published by C. C. Crawford, University of California, Los Angeles, Cal., 248 pages, size 5½x7½. Price, $2.

This book is rich in helpful advice and guidance for music teachers. It has an interesting table of contents and will be a valuable book for libraries and for the individaul teacher interested in school music.

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LIBRARY NEWS DEPARTMENT

BY MAY DEXTER HENSHALL
County Library Organizer, State Library

The Rural School Library

BY HELEN HEFFERNAN
Chief, Division of Elementary Education and Rural Schools, State Department of Education

[EDITOR'S NOTE—The following article was an address given by Miss Heffernan at a convention of rural school supervisors at Long Beach.]

THE RURAL SCHOOLS of California have benefited for many years by unparalleled library service because of the organization of county library service to schools. Because a service has been excellent, we come to accept it as the air we breathe. It must not be permitted to become static. From the point of view of those engaged in instructional supervision, we must be constantly alert to new uses of the facilities for improving the educational opportunity of rural youth.

The library has a new significance in modern education. Gone are the days when acquisition of the meager facts of a textbook represented realization of the educational ideal. The program of integrated activities around large centers of interest requires wide reading, the consultation of many references, investigation of extensive sources of information.

Every phrase in current educational use contributes to an acceptance of the concept of the library as the heart of the modern school. The "reading program" replaces the deadening repetition to "finish" the grade reader. The "reading program" implies reading many interesting books, of widely varying content, at the level of reading ability the child possesses.

The "unit of work" in the social studies means a comprehensive experience centering around a definite topic rather than a few pages mastered from the geography or history book. It means consulting many books and periodicals to accumulate the necessary data essential to recreate for the child the specific experience involved in the unit.

The modern philosophy of education elevates the library to a position of supreme importance. The use of the library by the children of a school is an accurate criterion of the school's educational progress. Kathleen Norris unconsciously expressed the modern school's attitude toward the meaning of developing in children ability to use and appreciate books when she said: "Once get in the habit of really enjoying books and you have put into your life something that is pure gain. Nothing restores a sense of true proportion, the true value of our harassed and undignified lives, like a background of books. Little detached flashes of life they are—a Russian interior here, a cold bit of New England ice poetry there, they begin to build themselves together, to take form, to give an expanding interest in the big world and a willingness at least to decrease one's own ignorance."

Not only is the library the indispensable tool of modern instructional procedure, but its habitual use determines the cultural level a human being will maintain in adult life. The library is the most powerful influence in promoting the ideal of education as a process which begins at birth and continues throughout life both in and out of school.

Before discussing the practical problem of the library in the rural school, let us consider a few basic questions to establish a common philosophy:

Why has the library a place in the modern elementary school? If we had time to discuss this question, I am confident that there would be entire unanimity of opinion in this group. We would agree that the library has a place (1) to provide an enriched program so that effective attitudes and habits of reading for pleasure, for information, and for study may be developed; (2) to stimulate a desire for use of books through contact with various kinds of good literature; (3) to develop skill and resourcefulness in the use of books and libraries as "the tools of intellectual growth;" (4) to help the child "to discover the unity of knowledge" and to learn many important things not contained in the regular courses.

How can we accomplish these purposes under the advantages afforded by the county library service to schools and the difficulties inherent in the situation in the rural school? The answer to that question is not so readily ascertained, and situations are so various throughout the state that it may not be possible for us to arrive at an answer which is commonly acceptable or feasible.

Let us go into the rural schools as you do every day and look for our first problem there. How can we create a "library atmosphere" even in the smallest rural school?

Sometimes (although not often) there is an extra room; it may be a small room or an unused classroom; ideally it will be a real library room separated from the classroom with a glass partition so that it may be continually under the supervision of the teacher. We can encourage the school trustees, the local parent-teacher association, the teachers and the children to coöperate in an enterprise to convert this room into a library; decorating this room so that it will appeal to the children, contribute to the development of their esthetic sense, and yet not interfere with the calm atmosphere conducive to concentration. [Elementary libraries in San Francisco, Santa Monica.]

Perhaps a separate room is out of the question. Certainly we can still have a library corner in the classroom where books may be kept and where children may gather around a table to enjoy books. What equipment is essential for the library? I shall not attempt to be exhaustive: certainly, books, book shelves, tables, chairs, catalog, file for pictures, file for fugitive material. We might add other special features which are desirable: magazine rack, world globe, bulletin board, art study board, poetry corner, display case, children's periodicals, dictionary stand, et cetera.

Although the reference and reading materials may come from the central depository in the county library, there are other library materials of almost equal value that can constitute the permanent cumulative possession of the rural school: well mounted and filed collections of pictures, post cards, copies of favorite poems, children's original books, and other fugitive material.

Our next problem is, perhaps, how shall the library be used? All children in the school should use it in varying degrees; the little children in grades one and two should have access to suitable library material. The children in third to eighth grades should have at least two library periods a week in which they are free to pursue their interests under the guidance of the teacher. Home circulation of books should be encouraged.

Sacramento city schools have been devoting much energy to the guidance of individual reading in the library situation. Through the coöperative effort of teachers, simple tests of the supplementary reading books have been devised—multiple choice or completion in type—which the child will fail completely if he has not read the book. The Sacramento school people warn us appropriately that there is danger in testing children too minutely or the reading will be slowed down in order to remember details. As an illustration of their tests, I should like to quote the following:

SACRAMENTO BOOK LIST.

Grade 4. *Docas, the Indian Boy.* Snedden

1. The first part of the story tells about (a) an Indian village, (b) the mission, (c) a ranch, (d) a church.

2. Docas' new skirt was made of (a) cloth, (b) deer skin, (c) grass, (d) bear skin.

3. The Indians got red earth to (a) build houses, (b) make dishes, (d) cover their bodies, (d) make a storehouse.

4. At the mission (a) each family cooked its own food, (b) all the food was cooked by the Fathers, (c) the men cooked the food, (d) all the food was cooked by a few women.

5. (a) Horses, (b) sheep, (c) men, (d) mules, tramped on the grain to thresh it.

6. When the trading ship came to Monterey the Indians from the missions sold (a) baskets and bowls, (b) ox-carts, (c) tiles and brick, (d) hides and tallow.

7. (a) Water, (b) soap, (c) grease, (d) oil, was put on the wheels of the ox-carts to keep them from squeaking.

8. Gathering up all the cattle in the spring was called (a) a ball, (b) a barbecue, (c) a rodeo, (d) a fandango.

Another problem of significance in the extension of the library is definite instruction in *use* of the library. This training should be integrated with the regular work of the school day, but for children in grades 6 to 8 some general library instruction will prove immeasurably valuable. Probable mediums for this instruction are units of work, informal talks, dramatizations, demonstrations, assembly programs, book contests, etc.

The problem of selecting books for the elementary school library is one which the supervisor must face and solve to a greater or lesser degree of satisfaction. We need to establish very definite criteria and adhere to them rigidly. The factors to be included should certainly be: children's interest, literary style, suitability of vocabulary, reading difficulty, quality of illustrations, style of typography, quality of paper, binding, etc.

What helps have we to guide us in the selection of the proper materials?

"Right Book for the Right Child." John Day Company, 1933. Terman and Lima. "Children's Reading," Appleton, Rev. 1931. A. L. A. "Graded List of Books for Children."

U. S. Office of Education Circular No. 69, Washington, D. C., January, 1933. "Aids in Book Selection for Elementary School Libraries."

There are innumerable problems which may be raised relative to the library in the rural school. No study would have more far-reaching significance or more intimate relationship to the day-by-day work of the rural supervisor.

To summarize, I would recommend that this group undertake a study of

THE LIBRARY IN THE RURAL SCHOOL,

This study to include some of these problems:

1. Providing the "library atmosphere" in rural schools, presenting varying conditions.
2. Setting up criteria for the selection of library books for the elementary school.
3. Developing simple checking tests on a graded list of library books.
4. Working out plans for caring for fugitive materials.
5. Working out plans for management of the rural school library in which children shall have a large share in the management.
6. Working out units of work to give suitable training in use of the library to the upper grade children.

Notes

The American Library Association will hold its fifty-fifth annual conference October 16 to 21, at Chicago. Among the speakers will be distinguished guests from abroad: Monsignor Eugene Tisserant, director of the Vatican Library; Arundell Esdaile, secretary of the British Museum and vice president of the British Library Association; and Isak Collijn, director of the Royal Library, Stockholm, and president of the Association of Swedish Librarians.

Among the many speakers from the United States are George F. Zook, United States Commissioner of Education, who will discuss a new trend in education; Howard Mumford Jones, author and professor of English at the University of Michigan, who will present the subject "The Place of Books and Reading in Modern Society," and Frederick P. Keppel, president of the Carnegie Corporation of New York, who has chosen for his topic "The Responsibility of Writers, Publishers, and Librarians in Promoting International Understanding."

California will be represented on the program by Miss Mabel R. Gillis, State Librarian; Fred B. Wood, State Legislative Counsel Bureau; and Nathan van Patten, director of Stanford University Libraries. In the National Association of State Libraries Miss Gillis will speak on "Activities in California." She is chairman of the "Work With the Blind Round Table." The County Libraries Section has Miss Gillis scheduled for an address on the subject "Library Service to Rural Schools in California." Miss Bessie Silverthorn, librarian of Stanislaus County Library, will take part in the Hospital Libraries Round Table, giving an account of the work at the Tri-County Hospital at Ahwahnee.

During the conference the Newbery Medal will be awarded for the most distinguished contribution to children's literature published during 1932.

Although county economy has decreased the Merced County Library system's operating budget 40 per cent, in five years the book circulation has increased 141 per cent, according to a recent announcement of Miss Minette L. Stoddard, county librarian. The total circulation, including the central library in Merced and seventy-seven branch distributing centers, was 365,046 last year, which was a gain of 22,885 for the year.

Carmel-by-the-Sea, with a population of less than 2500, has 2201 active borrowers of the Carmel Public Library.

A summer reading course outlined for children by the Petaluma Public Library provided that the girls and boys should read their way to Chicago. In order to travel from Petaluma to their destination they had to read ten books, all of which dealt with life in western United States. Fifteen boys and girls graduated this year and received a souvenir which had been brought from Chicago. The awards were book marks, each one depicting some different building at this Century of Progress Exposition.

During July John D. Henderson, librarian of the Kern County Free Library, sent a shipment of one hundred books to the C.C.C. camp at Havilah. The camp officials were pleased to receive the books, as they felt there was a real need for them. Under the caption "The Reading Hour," Mr. Henderson is conducting an interesting column of book reviews in the *Californian* of Bakersfield.

There is much publicity concerning the tremendous increase in the use of library books. The same publicity has not been given to the fact that this greatly increased use of books means wearing out of the book stock in the library. In addition to this menace to the efficiency of numerous libraries is the fact that many of them also face a grave shortage of new books. Miss Lenala Martin, librarian of the Lassen County Free Library, has brought these facts home to the community branch library custodians by means of a circular letter and clever graph, which will be followed throughout the year by other graphs to be posted in each of the twenty-eight community branch libraries. In this first graph of the series are a number of human figures carrying books. The number of books carried by each figure represents the average number of library books taken home during the year by each man, woman, and child in the county. The phenominal increase of from 3.9 books to 7.5 books per person as shown by the last two figures in the graph is striking enough to bring to any observer the idea that the tremendous increase in the use of books will result in their wearing out and that provision must be made to replace them.

Miss Estella DeFord, librarian, Napa County Free Library, as chairman of the Home Reading Section, Eighteenth District, P.-T.A., has issued an attractive and helpful bulletin with suggestions for programs for November and a list of books for young people to help encourage a social viewpoint.

Celebrates Twentieth Anniversary

The Inyo County Library, which began its work October 1, 1913, celebrated its twentieth anniversary Monday, October 2. Of the early groups of citizens who with all their might furthered its establishment, some have gained prominence elsewhere, as writers, lawyers, engineers, etc.; many have been lost sight of, or have passed on, but happily a large group were here or sent their congratulations. Of the former county librarians only Miss Helen E. Vogleson, now County Librarian of Los Angeles County, but acting librarian in Inyo in 1916, was able to attend. The two others, Miss Jennie May Brown and Mrs. Blanche Chalfant Wheeler, sent letters. The Independence telegraph operator coming in with a message said "This is one of those gems that occasionally make life worth while." He was right; it was Miss Gillis' beautiful greeting.

Exhibits were shown of the original petitions of citizens; the original resolutions of the supervisors; the first and latest books accessioned, and other items of interest.

At Bishop, Miss Kathleen Lambert, custodian of the Bishop Branch Library, was assisted as hostess at a tea and talkfest by members of the Woman's Improvement Club, always especially loyal to the Inyo County Library. Mrs. Best, assistant county librarian, presided over the informal program. Speakers included several of the original Bishop library committee, with W. A. Chalfant, first cardholder and local historian, to start the ball of reminiscence rolling. Several others joined in the talk about old days. W. H. Kerr, Librarian of Claremont Colleges Library, spoke briefly, emphasizing the part usually taken by women and their organizations in getting a library started. Several of the young men and women present had grown up with the library, and Mrs. Best, calling upon them as her "library babies," had them stand up to show the excellent results of such a start.

In Independence the birthday dinner in the evening was presided over by W. C. Parcher, one of the first boosters for a

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county library in Inyo, who said that in his time he had heard many things critized, even the eighteenth amendment, but never the county library. He called upon several of its friends, old and new. John H. Lubken, Inyo County Supervisor both in 1913 and in 1933, spoke with mingled humor and seriouness of the library's establishment and of his own opposition to the project at that time, based on the inclusion in the name of the word "Free," which he thought misleading. "If that little woman [referring to Miss Harriet Eddy, county library organizer] had been a man, the library would not have been established then." But he gracefully ended with a hope that we may meet again at such a gathering in another twenty years. John W. Dixon, former horticultural commissioner, cited instances when one book had paid for the county library service for the year.

Miss Vogleson delighted her old friends with reminiscences of her arrival in the county and her first experiences in the desert, for she had come from the East not long before, and all was strange. Vividly remaining in her mind are pictures of the beauty of the country and the friendliness of the people. Miss Margrave, present county librarian, thanked the people of Inyo for fine coöperation, generosity, and patience, and the Board of Supervisors for their constant consideration of the needs of the county library.

Mr. Kerr, principal speaker of the evening, said that the county library has a genius all its own—"it fills a place, it meets a mood, it fits the times." "The trend of the times, like modern library service, is toward ordered coöperation, toward provision for wise use of leisure, toward education by self-support, whether in school or out, toward a wholesome community of happy and informed people. To all these the book in the library brings its miracle."

LIBRARY IN ELEMENTARY SCHOOLS

THE NATIONAL Elementary Principals' Bulletin of the N.E.A. Twelfth Year Book is devoted to elementary school libraries. List price, $2. The editorial committee consisted of Helen B. Shove (chairman), Aaron Cline, and John S. Thomas. The year book consists of 576 pages, 6 x 9, small type. It is an enormous amount of good material on the great progressive movement to the proper handling and distribution of books. Among the principal contributors to the year book are Bertha E. Roberts, deputy superintendent of San Francisco schools, and Aneta Beckman, assistant supervisor elementary schools, San Francisco. "Organization and Administration of the School Library" and "Surveying Library Needs" are the topics discussed.

The San Francisco Board of Education recently issued a large bulletin on "The Library in the Elementary School," a professional study developed as part of the interservice training program of the San Francisco elementary schools.

Section 1 includes "The Modern School and the School Library," by Joseph Marr Gwinn; "The Library and the Elementary Schools," by Helen Heffernan; "Why a Library Study?" by Bertha E. Roberts; "Central Library Service," by Mary F. Mooney, and "Plan of the Library Study," by Bertha E. Roberts and Aneta T. Beckman. Section 2 includes "Elementary School Library Objectives," "Creating the Library Environment," "Elementary School Library Service," "Book Selection Guide Points," "Use of Books and Libraries," and "The Library Period." Section 3 of the bulletin contains "The Accession Record," "Processing a New Book," "The Author and Title List," "Simplified Classification for Elementary Libraries," "Fugitive Material Collections," and "Picture Mounting." Section 4 includes "Suggested Activities Relating to Book Interests," "Conclusions From the Library Study," "One Hundred Children's Books for the Teacher–Librarian," and "Selected References."

Through the efforts of Miss Roberts, San Francisco has twenty-eight libraries in the elementary schools. These libraries have been organized on a scientific basis. They are the result of two years of research and experimentation. The elementary school library activity has been recognized in all parts of the country, and copies of "The Library in the Elementary School" have been requested by those interested.

"The Twelfth Year Book" and "The Library in the Elementary School" show the tremendous forward movement to a larger and better library service in the elementary schools.

MILTON BRADLEY COMPANY of San Francisco and Springfield, Mass., are sending out a radio address of the National Education Association by Patty Smith Hill, entitled "The Kindergarten Child in the New Deal." California narrowly escaped legislation that would have sacrificed our kindergarten on the altar of economy.

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EARLY DAYS OF KINDERGARTEN MOVEMENT

"This I Saw and Knew"

By NORA ARCHIBALD SMITH

[CONTINUED FROM SEPTEMBER ISSUE]

Most of the kindergarteners engaged are graduates of one of the two California training schools, though we are always glad to welcome others, feeling that they bring with them new ideas and fresh sources of inspiration.

The names of the various kindergartens are printed in the order organized:

Silver Street Kindergarten (now discontinued), San Francisco Kindergarten Society; organized September, 1878; Miss Kate D. Smith, principal.

Jackson Street Kindergarten, Jackson Street Association; organized October, 1879; Miss Belle Scott, principal.

Jackson Street Connecting Class; adopted by School Board December, 1879; Miss Van Den Bergh, principal.

Minna Street Kindergarten, Y. W. C. A.; organized May, 1880; Miss James, principal; Miss Carnell, assistant.

Shipley Street (now Folsom Street) Kindergarten; organized June, 1880; Miss Gertrude Briggs, principal.

Ladies' Protection and Relief Kindergarten; organized 1880; Miss Nellie Hinton, principal.

Oakland Kindergarten No. 1, First Presbyterian Church; organized August, 1880; Miss Abby Houseman, principal.

Union Street Kindergarten, Jackson Street Association; organized June, 1881, Miss Cora Griffin, principal.

Union Street Connecting Class; adopted by School Board August, 1881; Miss Anna Stovall, principal.

Protestant Orphan Asylum Kindergarten; organized September, 1881; Miss Crane, principal.

New Silver Street Kindergarten, New Silver Street Society; organized January, 1882; Miss Nora A. Smith, principal.

Market Street Kindergarten, San Francisco Public Kindergarten Society; organized January, 1882; Mrs. Grey, principal.

San Jose Kindergarten, W. C. T. U.; organized January, 1882; Miss May Ledyard, principal.

St. Luke's Kindergarten, St. Luke's Church; organized March, 1882; Mrs. Briggs, principal.

New Silver Street Kindergarten, No. 2, New Silver Street Society; organized April, 1882; Mrs. M. E. Arnold, principal.

Jackson Street Free Kindergarten, Jackson Street Association; organized May, 1882; Miss Ransom, principal.

Oakland Kindergarten, No. 2, First Congregational Church; organized May, 1883; Miss Barnard, principal; Miss McFarland, assistant.

Willard Kindergarten, W. C. T. U.; organized August, 1883; Miss Crary, principal.

Peabody Kindergarten (Silver Street No. 3), New Silver Street Society; organized October 1, 1883; Miss Sanderson, principal.

Union Street Branch, Jackson Street Association; organized October 6, 1883; Miss Thompson, principal.

There are, within our knowledge, but eighteen private kindergartens on this coast, all of which, however, are in a flourishing condition, and taught by graduates of good training schools.

SILVER STREET KINDERGARTEN

We will now turn to the specific work of the New Silver Street Kindergarten Society, in whose name and under whose auspices this report is given to the public.

The Public Kindergarten Society having decided to remove its institution to the corner of Seventh and Market streets, that region south of Mission and east of Fifth Street (the original neighborhood in which the first free kindergarten in California was planted) was left destitute of this most beneficent educational charity. Believing that there was no locality in San Francisco so crowded with young children as this, we determined to continue the work, and with the small branch of the old Silver Street Kindergarten, taught by Mrs. N. E. Arnold, as a nucleus, we began in January, 1882, to build up the new institution. We had not sufficient money to pay even the first month's rent, but, with that sublime indifference to finances which men call "lack of foresight" and which we call "faith," we ordered the partition wall taken down between the two largest rooms in the building, bought furniture and supplies (on credit), and made preparations for opening the class with that serenity which is born of a belief that truth will prevail, and a conscious power over masculine pocketbooks. We were certain that our work was needed in that crowded neighborhood, confident that there was no better locality in San Francisco for our labor, and no paltry consideration of money was allowed to govern the question of beginning the new work.

SUBSTANTIAL AID

At this important juncture, an earnest little letter, setting forth the exact state of affairs, was sent to the daughter of one of our wealthiest citizens. It was sent intentionally to the daughter, and, coming straight from the wistful heart of one woman who saw the need, it chanced to fall into the heart of another who was willing to respond to that need. Several interviews followed, in which the entire family was equally interested, but the unexpectedly generous subscription which was the final result was given in the name of the daughter, Miss Harriet V. Crocker, now Mrs. C. B. Alexander of New York.

These words are written without her sanction, but the teachers who have been enabled to work out all their ideas by means of her beneficence, the parents whose children have been made happy by her gracious charity, the little ones themselves, though far too young to appreciate her substantial aid, would all have a right to feel aggrieved if I refrained from mentioning the obligation which we all feel so profoundly.

The class was started in the manner described on January 1, 1882, and is supported entirely by Miss Crocker. It occupies the rooms on the lower floor, has eighty children enrolled, and is managed by Miss Nora A. Smith.

KINDERGARTEN NO. 2

Our second class was started April 1, 1882, through the generosity of Mr. Adolph Sutro, who gave us money for furniture and apparatus, with a liberal subscription, which continued for nine months.

This kindergarten also numbers eighty children, among them a number of tiny little ones from three and one-half to four years old. This nursery is managed—as it should be—by a mother, Mrs. Mary E. Arnold, who had fourteen years' experience as missionary among the Indians before engaging in our work.

These ladies are graduates of the California Kindergarten Training School of 1881.

SILVER STREET CLASS NO. 3

And now, as I write, the hopes for a third class have reached fruition. It will be opened October 1, before this report is put in circulation, and I have therefore included it in the description of our work.

The following "plea" was written on September 10, and published in *The Chronicle, Bulletin* and *Examiner*.

A PLEA FOR MORE KINDERGARTENS

NO ROOM FOR THE CHILDREN WHO APPLY—AN ADDITIONAL CLASS PROPOSED

To Those Who Have Kind Hearts and Full Purses:

Seventy little children, between the ages of four and five years, have been turned away from the Silver Street Kindergarten since July 9, and we have 150 in daily attendance—all we can possibly provide for in our two departments.

It is certain that forty of these seventy applicants for admission came from poor and wretched homes; some were the children of hard-working people who try to help themselves, others belonged to parents whose only heritage to their little ones has been sorrow, misery, and vice.

One must have a heart of stone to shut the door upon these children, knowing the street life outside, the vile language, vicious habits, idleness, and worthlessness which it fosters, and realizing what is inside—joy, plenty, love, truth, industry, generosity, frugality, and perseverence in well-doing. We have come to the conclusion *not to shut the door any longer*, and that it is a lack of faith on our part not to make an endeavor to enlarge an already enormous work.

It is true that all our city kindergartners are at present receiving support from our best and most generous citizens, but we feel it possible that some benevolent and wealthy soul is pining because he has never been asked to contribute; some rich bachelor who wants to give double because he has no children of his own—some happy father who desires to give treble, as an expression of gratitude for his own fortunate and innocent little ones. We would modestly suggest that here is an opportunity, and for the benefit of such I make, with full concurrence of my training class, the following proposition, viz: To establish at once, superintend, and maintain two or three branch classes at a nominal expense, under these conditions and with this amount of money:

Branch No. 1—Silver Street Kindergarten.

Rent of additional room per month	$10.00
Share of janitor's work	3.00
Share of piano rent	2.00
Fuel	1.00
Material used by children	2.00
Monthly installment on furniture and apparatus to be purchased by us, in advance	7.00
Supervision of one special assistant	15.00
Total	$40.00

Fifty dollars' worth of love given gratis.

This class will contain thirty to forty children, who will be cared for and educated at the rate of $1.30 a month and receive the untiring devotion of cultured and skillful teachers. If ten persons will send their names and a subscription of $4 a month, or twenty with $2 a month, we will publish the list, buy the furniture and appliances at our own risk, and open the first class under the wing of the Silver Street institution on October 1.

If the names roll in by hundreds and thousands, we will cheerfully superintend a second branch class in any of Mrs. Sarah B. Cooper's kindergartens, her work being virtually one with ours. This *must not* be taken, however, as a fair estimate of the cost of kindergarten work. You can see that it will be almost wholly a labor of love. It means a heavy drain upon the time and energies of the few who are capable and willing, and a large measure of voluntary labor from a training class which is already assisting in six free kindergartens. And then there are very few unoccupied kindergartners who can afford, for $15 a month, to give a general supervision, which would be worth $40 at least; so that these branch classes will be supported for less than half the usual expense. Nevertheless, we feel that if the children were grouped and taught for one year in this way, the furniture and apparatus would be in readiness, and those would be found who, during the next year, would

assist us in placing the work on a stronger foundation.

And now we leave the plan with you, hoping that we have not rushed into print for no result. Do not give your money blindly, when you can visit the free kindergartens and see what they are doing. The work will bear inspection, and the happy faces of the children themselves will draw the dollar from the most reluctant pocket.

Please send name and address with your subscription, marking it "For Kindergarten Branch Class No. 1," adding the unspoken thought, "God bless the work and the children thus gathered."

Yours, for the children's sake,

KATE D. S. WIGGIN,

And the California Kindergarten Training School.

Address, "Silver Street Kindergarten, City."

Everybody said nothing would come of it; that no man was ever known to give anything, without having the matter presented to him personally, etc. We found in praiseworthy orthodox friends a most lamentable lack of faith in this particular method of getting money, but we waited serenely and attended to the letters as they came; for they did come, and money came in them, and we waved the flag of triumph over the heads of our scoffers, and loved human nature better than ever.

LIBERALITY OF CALIFORNIANS

No one can engage in any good work for helping others in this city of San Francisco and fail to realize that we have the most sympathetic, willing, and generous community under the sun.

To be sure, when the first voluntary contribution came to us, in answer to the foregoing appeal, our faith took to itself wings (indeed, I fear it borrowed a pinion from imagination), and visions of a thousand new kindergartens, all to be pressed upon us by an eager public, danced through our midnight dreams.

But, to be candid, just money enough for the one class, the $40 mentioned, was sent, and as we immediately advertised the fact and our intention of opening the class at once, no more subscriptions will, perhaps, come to us at present.

"THE BAPTEESEMENT OF THE BAIRN"

We concluded, after discussion, to name the new class the "Peabody" Kindergarten, after that dear and honored woman, Miss Elizabeth Peabody of Boston. To her more than to anyone else do we owe the introduction of kindergartens into the United States; and, after giving twenty to twenty-five years of devoted service to the cause, she is still in her beautiful and glorious old age, working, writing, talking, praying, and living for the children. Her name is one already connected with philanthropic movements and belongs to a family whom we Americans delight to honor, for one of Miss Peabody's sisters was the wife of our gifted Nathaniel Hawthorne and the other of our eminent educator, Horace Mann.

So, in the eightieth year of her life, a life so blest to others, so full of faith, tenderness and good works, we, on this distant coast, offer her a band of forty little children to "rise up and call her blessed." Let the Peabody Kindergarten never be discontinued, but, year after year, let some of our little ones be grouped under the name of one who is so dear to every kindergartner in the land.

Many pages of this first pamphlet dealing more specifically with the work of the Silver Street kindergartens must be omitted here, but the closing lines must needs be added, for they held what, in the author's opinion, at least, was the "conclusion of the whole matter."

ENCOURAGEMENT

Here, then, says the youthful believer (Kate Douglas Smith), is the conclusion of the whole matter. The great work which society has before it today is the proper training of its children. If we knew how to do that rightly, the reformatory institutions for adults might be closed, and most of the reformers might "fold up their tents like the Arabs, and silently steal away."

We cannot settle all the miseries of this complex earthly life by suggesting any one remedy, however powerful; but we who look most closely at the results of Froebel's educational methods, applied to some of these evils in their very beginning, find hopeful promises of better things.

It is true, we have the child in our care but four or five hours a day; it is true, in many instances, that home influences are against us; it is true that the very people for whom we are working do not always appreciate our efforts; it is true that in many cases the child has been "born wrong," and to accomplish any radical reform, we ought to have begun with his grandfather; it is true that we make failures now and then, and have to leave the sorry task seemingly unperformed, giving into the mighty hand of One who bringeth order out of chaos that which our finite strength has failed to compass. We hear these discouraging words sometimes, but they do not make a profound impression when we see the weary yet beautiful days go by, bringing with them rewards greater than speech can testify!

We see homes changing slowly but surely under the quiet influences of the teachers, and those little home missionaries, the children themselves; we get love in full measure, where we least expected so radiant a flower to bloom; we receive gratitude from some parents far beyond what we are conscious of deserving; we see the "ancient and respectable dirt-devil" being driven from many of the homes where he has reigned supreme for years; we see brutal punishments giving place to sweeter methods and kinder treatment, and we are too happy, and too grateful, for all these and many more encouragements, to be disheartened by any cynical dissertations on the determination of the world to go wrong and the impossibility of preventing it.

"With aching hands and bleeding feet,
We dig and heap, lay stone on stone;
We bear the burden and the heat
Of the long day, and wish 'twere done.
Not till the hours of light return
All we have built do we discern."

A certain gift, which Mrs. Wiggin had in full measure, of touching the hearts of her readers, is evident enough in her early essays on Froebel's philosophy of education, but neither should it be forgotten, in judging of their effect, that those essays were all written concerning the little child, who holds "the magic of all magic" in his hands and that no one who appeals in his name can lack a hearing.

Nor must it be forgotten that the people of San Francisco and soon the people of the entire State (and after that apparently the people of all the other states!) had but to visit the Silver Street kindergartens and see for themselves what suitable environment, suitable work and play, according to Froebel, suitable care and fostering can do for a community of children, no matter what their social grade, or home advantages.

The kindergarten was a new thing in those days and Silver Street became a Mecca to travelers from all quarters of the United States. There were two thousand visitors in the first eighteen months, many of them most unusual persons. Joaquin Miller came to see us and wrote a poetic and inspiring account of his visit; Edward Everett Hale spent a morning and told the children a wonderful story; Bahu Protap Chunder Mozoomdar, prophet of the Bromo Somaj movement of India, came, saw, and was conquered; Adolph Sutro of the famous Sutro Tunnel was sufficiently impressed on his first visit to adopt one of the kindergartens and give it his name; Honorable James G. Fair sent us $500 and the trustees of the estate of the Honorable William Sharon most unexpectedly and delightfully granted us $2000. Every day, or at least every other day, a new convert was made to the cause.

Mrs. Sarah B. Cooper, who, according to her diary, made her first visit to Silver Street on November 20, 1878, became at once so impressed with the beauty and truth of Froebel's theories of education that the moment she left the institution she betook herself to the office of the San Francisco *Bulletin* and engaged space there for a series of six articles of one or two columns each on the kindergarten. These, as they were published, were of great value to the cause, and so was the intelligent help and interest of the members of her large and influential Bible class. A cousin of Robert Ingersoll, Mrs. Cooper, had much of the family eloquence and personal charm, and no one remained long unconvinced who listened to her arguments.

From the first days of the kindergarten movement in San Francisco, it can be seen that an unusual amount of well-wrought literary material was born of its work. Mrs. Wiggin followed her two early pamphlets, already mentioned, by a series of widely circulated annual reports, which her sister and successor continued, and these seemed at the time to be something of a novelty in propaganda, to use a word, by the way, not then commonly heard. Magazines here and there over the country told the story of the work, illustrated by pictures of the children; newspapers as far East as the Chicago *Inter-Ocean* followed it up, and from the Silver Street doors many other pamphlets began to issue, for Mrs. Wiggin was an ardent believer, like the Ancient Mariner, would and must tell her tale to whomsoever she met.

Early in her work came her address, "The Art and Mission of a Kindergartner," which became a gospel for the pupils of her various training classes, and there followed "The Relation of the Kindergarten to the Public School," "The Relation of the Kindergarten to Social Reform," scores of lectures to her pupils on Froebel's philosophy, and finally "The Story of Patsy," dedicated to Miss Harriet V. Crocker of San Francisco.

This little book, which sold three thousand copies for the benefit of the Silver Street kindergartens before it was formally published by Houghton–Mifflin Company in 1889, was called by one of our National Commissioners of Education "as potent a tract as was ever issued in the influence it exerted and the converts it made."

The beloved little volume is still making converts to the cause, and so is Mrs. Wiggin's "Marm Lisa," which is an imaginative tale and yet an epitome of "Silver Street" experiences in those early days.

Miss Elizabeth Palmer Peabody, the patron saint of the kindergarten in America, for whom Mrs. Wiggin named one of the first groups of children at Silver Street, wrote, on hearing of the christening, "I can hardly tell you how much honored and touched I felt at the naming of your most interesting kindergarten for me, and how intensely interested I have been in the report you sent me. Both your reports I consider the strongest of arguments for the work of Froebel, and the most complete setting forth of the deepest principles of his methods. . . . The omnipotence of love was never more triumphantly proven than in the San Francisco free kindergartens, and it shines like a rising sun over the land."

The present writer, who may call herself a

sub-pioneer, perhaps, since, as has already been said, she joined Kate Douglas Wiggin in the free kindergarten work of San Francisco in 1880, was the recipient during her absentee years from 1879 to the above date of a host of sisterly letters, grave and gay, which, still preserved, tell the story of the gradual growth of the kindergarten movement in the West, of the increasing fame of the writer, her early invitations to lecture on Froebel's philosophy before teachers' conventions and other educational gatherings, of the inspiring help in influence and organization of Mrs. Sarah B. Cooper, of noted visitors to Silver Street and their tributes, and finally of her decision to begin the training of kindergartners herself, to supply the ever increasing demands of the work. Sheaves of communications from American and European authorities on the kindergarten are preserved, testifying to her fitness for the task, and, in 1880, after a journey to the East and many conferences with educational leaders, the California Kindergarten Training School was opened at No. 64 Silver Street. Of the four members of the first class the "sub-pioneer" was one, and from that 'prentice year passed successively through the grades of full-fledged kindergartner, superintendent of kindergartens, and associate in training class work; finally, on Mrs. Wiggin's removal from San Francisco, attaining to the dizzy height of principal in her turn of the California Kindergarten Training School. This institution, first under the directorship of Kate Douglas Wiggin, second, under Nora Archibald Smith, and, third, under Marie P. Light and Kate C. Banning, graduated 334 kindergartners in its time (1880–1905), all of whom were devoted and earnest workers and many of whom rose later to positions of importance and usefulness.

The work of Mrs. Sarah B. Cooper and her various helpers continued to grow in influence and importance during these years, became incorporated under the name of the Golden Gate Kindergarten Association, established its own training class for kindergartners under the leadership of the gifted Miss Anna M. Stovall, and sent out its disciples to preach and to teach.

Mrs. Phoebe Hearst, widow of the well-known California magnate, presented to this association what is known as the "first kindergarten legacy," a bequest still supporting the Hearst Free Kindergarten of San Francisco, and Mrs. Leland Stanford became so impressed with the value of the Froebel system of child-training that she established and supported Stanford Memorial Kindergarten both in San Francisco and in Palo Alto.

Manned by the kindergartners graduated from these two training schools and from that of Miss Marwedel, the work continued to grow, establishing branches in all the neighboring states and in Hawaii until, in 1891, the year in which this chronicle closes, there were sixty-five free kindergartens in San Francisco and Oakland alone.

The old Silver Street building, presented to the society by Charles F. Crocker, in which the free kindergarten work of the Pacific Coast was born, bred, and grew into celebrity was dynamited to stay the progress of the flames during the earthquake and fire of San Francisco in 1906, and so in death, as in life, proved itself a faithful servant of the people.

And now the "Sub-Pioneer" may fitly say again, in closing this brief record, "My life was as the vapor, and is not; but this I saw and knew—this, if anything of mine, is worth your memory."

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5. **How are the funds used?**
   The funds are used for carrying on Association activities, shown on the above graph, and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership September 12, 1932, was 37,145.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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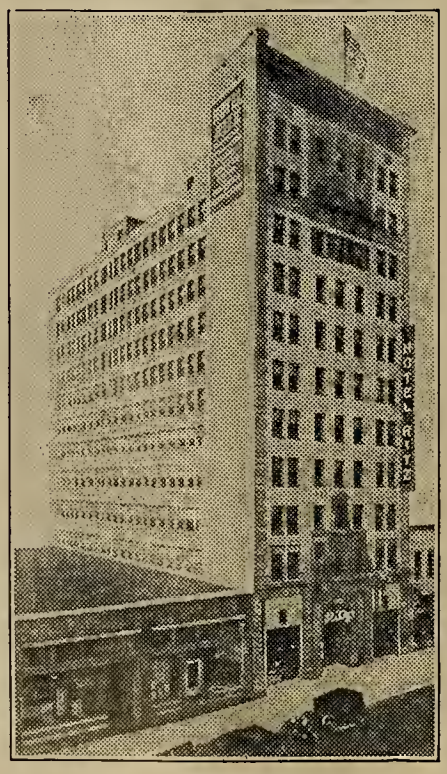

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NOVEMBER, 1933

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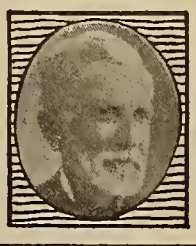

News and Comments -- By Harr Wagner

Repossess.—A word defined in old dictionaries, but which has only come into common use since the advent of the radio and auto. It means to regain possession of, ownership, self-mastery of. It is also used reflectingly, as to repossess one's self of something. Our educational leaders need to repossess themselves, perhaps, of confidence in the work they are doing. Perhaps confidence in the religious doctrines of our forefathers, perhaps to repossess themselves of faith—simple faith—in the elementary high school, universities, and professional training of the young men of today. We have never failed to note the fine spirit, the character, and splendid physical development of the men of between thirty-five and forty-five years of age who attend our social service clubs. Will the immature and underdone boys and girls who are in the grade schools today be better citizens? Will this depression bring about a spirit for the repossession of the finer things of life. The repossession of material things on which payments have defaulted is a deplorable transaction for both parties. The repossession of a spirit of faith, confidence, hopefulness, and contentment just in the joy of living must come with the N.R.A. or it will be a failure.

California's Old-Age Pension Law.—The State of Ohio has just voted by an overwhelming majority for an old-age pension law. We have one in California, but it applies, according to the interpretation of those in charge, that old men and women who have sons or daughters, or who have any source of income or any property of value, are not entitled to its benefits. The law should be changed. Any citizen over the age of seventy should be entitled to draw one dollar per day for living expenses. Those who have sources of income will not apply, but an old-age pension law should be provided so that it would be a dependable and sure guarantee to every good citizen after he has contributed for fifty or more years in one way or another to the common wealth of mankind.

Fear of being dependent on relatives, blood or in-laws, or the state, should be removed. The fireman, the soldier, the policeman, the school teacher, the civil-service employee are all protected in one way or the other, but the farmer, the small business man, the professional man and woman, are not. We hope that California will provide a new and more liberal pension law, even if it is necessary to require payments of the citizens toward the old-age pension or retirement fund, as in the case of so many different groups in cities, states, etc. The citizens should be forced to protect themselves from the need of charity in their old age.

Ginn & Co., Publishers.—We were delighted to receive from Boston during the past week an order for a full column space in The Western Journal of Education for the use of the announcements of books published by Ginn & Co. during 1934. This firm has used this journal for publicity for over thirty years. This order is especially appreciated in this year 1933, when school textbook budgets have been severely cut and educational magazines have suffered severe losses in advertising patronage. A number of these have discontinued publication, others have been reduced in size. We therefore appreciate the policy of Ginn & Co. in coöperating not only with The Western Journal of Education, but with other journals that are in the forefront on the battlefields for adequate support of our schools. Selden Smith, who has been Pacific Coast manager of Ginn & Co. for the past thirty years, has never failed to do more than his part in the generous support of Pacific Coast institutions, whether charitable, educational, or commercial.

Oliver Peebles Jenkins.—Doctor David Starr Jordan appointed Doctor Jenkins one of the first three professors selected to aid him in opening Stanford University, more than forty years ago. Doctor Jenkins is one of the few men now living who served Stanford University in the first years of its existence. He called at our office the other day, and was as cheerful and as interested in the current affairs as he was in the early nineties when he was making an appeal for nature study in the schools, before teachers' institutes. Doctor Jenkins is a real character, and at eighty-three is enjoying his outlook on the future as well as his memories of the past. He is the author of "Interesting Neighbors," published by P. Blakiston's Son & Co., Philadelphia, a book that is very attractive to nature study enthusiasts; "Nature Lessons," and a series of texts on physiology. He has always had popular and subtle wit. We remember that at Humboldt County Institute, where all the speakers took about ten minutes to describe the rough sea voyage in a small boat to Eureka, he caught his audience when correcting a misstatement, saying "I guess I am in the wrong boat again." He made no other reference to the rough sea voyage. He was one of the charter members of the old Schoolmasters' Club, when swallow-tail coats were the regulation requirement. He has many students and associates who honor and respect his splendid contribution to the teaching profession. He is a good example of the men who should not retire from teaching at sixty-five. Wisdom that is a gift and knowledge that is based on experience increases in value with the years.

Several years ago the East Whittier school was damaged by an earthquake. The building was razed and last year there was completed at a cost of around $200,000 one of the finest elementary school plants in the state, with provision for every kind of earthquake stress. This building went through the March earthquake of this year and the one of October 1 with absolutely no damage occurring. This has been very encouraging to District Superintendent Alfred Henry Jones and his board of trustees. The grounds are now fully landscaped and the East Whittier school is again being ranked among the most beautiful rural school plants in the United States. Whittier College is using the East Whittier school as a training school for its cadet teachers. Fifteen at the present time are in training there.

The population of Orange County increased 600 per cent between 1900 and 1930. In the same period the high-school attendance increased 2300 per cent.

CHRISTMAS MATERIAL BY ALICE HAND

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VOL. XXXIX, NO. 11 SAN FRANCISCO, NOVEMBER, 1933 PRICE 15 CENTS

BORN ON CHRISTMAS DAY

An Interesting Christmas Play for the Community or School

BY ALICE HAND

TIME: Christmas Eve.

PLACE: The simply furnished living-room of the Best family. Fireplace, left center; small Christmas tree decorated with homemade trimmings on table, right center; window, left rear; door leading to the outside, right rear; door to interior of house, upper left; table, chairs, pictures, books, etc.

CHARACTERS: MR. SANFORD KING and his wife, CHRISTINA, an elderly pair of wealthy travelers.

ANNA BEST, age twelve.

THE BEST TWINS—MERRY, a girl, and JERRY, a boy; age eight. The twins are open to conviction on the subject of Santa Claus.

JOEY BEST, age six, is quite certain in the matter.

[*As the curtain rises,* MERRY *and* JERRY *are standing before the Christmas tree putting the finishing touches on its decoration.* ANNA *is adjusting the light so that it will shine through the rear window.*]

ANNA: You know, Mother and Dad always stumble over that rock out by the gate if we don't have the light shining through this window.

MERRY: Looks nice and Christmassy to have a light in the window. How do you like these paper rings Joey made for the tree, Anna? *I* think they're pretty!"

ANNA: So do I, but where *is* Joey anyway? He's too little to be out of doors alone, this time of night."

JERRY: Watching for Santa Claus, maybe. He says he guesses Santa Claus will come in an auto instead of a sleigh, and if you listen down by the gate, you can hear a Ford, or a Chevrolet, clear down the road.

MERRY: No, he isn't! He's out looking after all the animals extra well for their Christmas present. He's getting Kitty Wink a warm box to sleep in, and promising Sport a turkey bone for tomorrow, though goodness knows where it will come from, and he's putting extra hay in the manger for old Sukey.

ANNA: He must be remembering that queer story about the animals talking at midnight on Christmas. I guess he wants them to say nice things about *him!*

JERRY: And they will, too! Everyone of them loves Joey all year round, just the way we do.

MERRY: Joey's funny, the way he doesn't mind having his birthday come on Christmas, even if he does miss out on an extra party, and extra presents, too!

JOEY [*entering from rear door*]: Not funny at all! *Like* having the same birthday as the little Christ child. Makes Christmas lots nicer. *Like* it out there in the barn. Hay smells good, and old Sukey's eyes are all soft and shiny. Bet she knows it's Christmas Eve, all right!

JERRY: I wish the little lord Jesus had been born in *our* barn, asleep on *our* hay!

MERRY: With his mother, Mary, smiling at him, and his father, Joseph, so proud of him.

ANNA: And the Three Wise Men padding over the desert sand on their great white camels led by the big shining star.

MERRY: All three of them coming to tell Joseph and Mary how glad they were that someone had come into the world to teach folks to be good and kind and neighborly.

JOEY. That's why they brought him those presents, because they were glad he'd come! Mom says that's the beginning of all Christmas giving. You want to tell everyone how glad you are! She says Santa Claus is really the Spirit of Christmas giving, just like the fairies. Guess Santa Claus must have been extra happy about that litle baby being born, 'cause just look at the big job of giving that *he* does on Christmas Eve.

JERRY: Yes, but maybe he won't get to *our* tree tonight! Mom says maybe he won't find us now we've moved way out here in the country.

MERRY: I know! Mothers and fathers tell Santa just where to find their children, and just what to bring them, and Daddy and Mom have been so busy hunting jobs, I guess they haven't had a chance to fix it up with him.

ANNA: What a glorious Christmas present to this family a job for Daddy *would* be! Poor dear, he wants one so badly!

JOEY: Well, if he doesn't get it, we've all got to act extra chirpy when they get back, and pretend we don't mind a bit about not having any Christmas fixings for dinner tomorrow. Stew's not so bad as it might be, and anyhow the tree looks fine the way we've dolled it up.

JERRY: Christmas trees are dandy, even if they don't get presents put on them. But I wish——

ANNA: Tell you what let's do! Let's line up a whole *barrel* of Wish Presents for Santa Claus to hang on that tree.

MERRY: Oh, goody! And it doesn't matter how big they are or how heavy they are, or how much money they cost. Wish Presents are nice that way!

JOEY: Gee. I can see 'em hanging there already! You're the oldest—you begin, Anna! Five wishes apiece. Ready, go!

ANNA: Dear me. I want so *many* things! Well, here goes: A Ford coupé for my very own, a new party dress, a solid silver manicure set, a diamond ring, and a tennis court.

JERRY: Say, that tree's staggering already, but put on it, for me, a humdinger pony, a bicycle, a speed boat, a swimming pool, and a merry-go-round.

MERRY: Gracious—all things that keep moving! The poor little tree won't get a moment of rest. Well, a playhouse

for me, a solid gold tea set (that beats your manicure set, Anna), a French doll that can walk and talk and sing, a whole room full of picture books, and a tree covered with nightingales. There—your turn, Joe!

ANNA: Listen, I heard someone talking out there at the gate.

JOEY [*excitedly*]: Santa Claus, maybe!

ANNA: Too early for him. Probably some tourist or other trying to find the auto camp again. Go on, Joey, hang on your Wish Presents.

[*The Best children turn away from the window to which they have drifted, and again gather about the tree with their backs turned to the rear of the room. Two people appear at the window and peep in. They are Mr. Sanford King, elderly, white-bearded, and his wife, Christina. Mr. King is clad in fur coat and knit red cap; Mrs. King is in ordinary traveling costume.*]

JOEY: All right. Here's what I want hung on that tree. A dandy bill fold for Dad, a brown, real leather pocketbook for Mom that she won't have to use iodine on when the seams go white, some swell handkerchiefs for Anna, a string of beads for Merry, and a fountain pen for Jerry [*Counts off on his fingers*]. That makes five, doesn't it?

ANNA: Oh, Joey, you darling! All nice *reasonable* Wish Presents, and everyone for someone besides yourself. How could we all be so selfish, even making believe!

MERRY: And Christmas Day is his birthday party, too, and not a thing on the tree for him!

JERRY: Guess that's what makes Joey nicer than the rest of us, being born on Christmas Day!

ANNA: Now look here, Joey Best, you hang two wishes on that tree for your very own self right this minute!

JOEY: Shucks! Why? I can use all your Wish Presents, can't I? All except the French doll and the gold tea set and the silk party dress! But if you're so darned fussy, I'll wish for a dollar watch and—and—well, I'll wish that Santa Claus comes right in here, before we have to go to bed. It's silly for him to come slipping down the chimney when there's no one around to say "Hello, Santa, if you're cold and tired, stick around a while and get rested and warmed up before you go on again!"

[*The two at the window smile and nod to each other. The old man impulsively steps to the door and carrying his suitcase in one hand, and gently pushing his wife with the other, enters the room. A moment of amazed silence is broken by Joey.*]

JOEY: Why—why—it's—Santa Claus, and he's brought Mrs. Santa Claus with him! [*He looks pleadingly at Anna.*] It *is* Santa Claus, isn't it?

ANNA [*firmly, but passing the pleading look on to the two visitors*]: Of course it is, Joey. Set your pack on the table there, Mr. Santa Claus, and you and your wife come up to the fire and warm yourselves.

SANTA CLAUS [*setting his suitcase on the table*]: Thank you, my dear. I shall with pleasure. It's certainly nipping out doors tonight. You see—er—er—Mrs. Santa Claus and I missed our way and——

MRS. SANTA CLAUS [*quickly*]: And we saw your light, and thought we'd stop here early instead of coming back at midnight.

MERRY [*politely*]: I suppose, Mr. Santa Claus, you didn't want to come down the chimney for fear of getting Mrs. Santa Claus' nice silk dress all sooty.

MR. SANTA CLAUS: I should say not! I have to take very good care of it these hard times.

JERRY: That chimney's too tight for you, anyhow, Mr. Santa Claus. Pal, our pet pigeon, got stuck in it last summer.

MR. SANTA CLAUS [*cordially*]: Yes, I know I'm too fat. Mrs. Santa Claus tells me so about every five minutes all day. But don't call me Mr. Santa Claus, children. Call me San, for short. It would make me feel ever so much more at home.

MRS. SANTA CLAUS: Yes, and call me Kris. You know, short for Kris Kringle.

ANNA [*shyly*]: We'd love to if you'd really like us to. And these are the twins, Jerry and Merry—spelled M-E-R-R-Y because she's always giggling. This is Joey, and I'm Anna. Our last name is Best, but we really aren't even *good* sometimes.

MERRY: Except Joey. He's always Best! Anyhow, *better!*

ANNA: Dear San and Kris, lay off your coats and sit down and tell us how things are going up at the North Pole where you live all year!

MR. SANTA CLAUS: Thanks, my dear. We'll sit down a minute, but if we laid off our things we'd be likely to stay altogether too long.

JOEY [*anxiously*]: Are you hungry, San? Could I get you a drink of Sukey's milk, Kris That's all we have in the house right now till Dad and Mom come home with the turkey and oysters or—or the beef stew if he doesn't get that job he's after. But Sukey's milk is awfully nice!

MRS. SANTA CLAUS: Thank you, darlings. I'm sure it is, but we just finished a big dinner at the hotel—I mean at the North Pole, of course!

MERRY [*wistfully*]: A *very* big dinner with gravy and sweet potatoes and apple pie?

JERRY: Oh, dear, just suppose Dad doesn't get that job, and we don't have anything for Christmas dinner but Irish stew again, and Sukey's milk!"

MRS. SANTA CLAUS [*cheerfully sitting down and putting an arm about each of the twins*]: That's not a bad dinner, honey, especially if you pretend a lot, and I know you're *all* good at that! Why once I knew about a little girl and her brothers and her sisters who lived way off in the woods. They were very poor, and one Christmas, instead of turkey and cranberry sauce and mince pie—they had only *rabbit* stew. It was the little girl who proposed that they pretend a five-course dinner with the funniest, gayest courses they could imagine. They began with Jolly soup, then came Love-for-Everyone, garnished with Wide Smiles. Next came a great platter with a Hospitality bird on it, stuffed with Come-Again Nuts (a very nice little boy who lived on the next clearing was there for dinner. He looked a lot like old San here used to years ago). Then came the most delicious side dishes—Gentleness, with a sweet sauce of Laughter, Kind Speeches and Pleasant Remembrances touched up with Broad Grins, cups of Gratitude for Blessings during the year gone by. There were two or three kinds of dessert—Capery Jokes, heaped up Guffaws, and a big bowl of assorted Hopes for next year.

JOEY: I guess the Christ child himself would have enjoyed having his birthday with that nice, jolly family. I know I would, though I guess there isn't a nicer family in all this world than my very own Best family.

MERRY: He's the nicest one in it, San! Tomorrow's his birthday, too!

SANTA CLAUS [*giving him a big hug*]: Well, I'll be switched. It's mine, too, young fellow. I'd forgotten all about it, and I can't see that it's ever made me any better than anyone else.

MRS. SANTA CLAUS [*aside*]: Oh, San, it *has*, and you know it. And I've never forgotten your birthday even if you wouldn't celebrate it any more after litle Tom died of diphtheria on Christmas Day over forty years ago. I've wanted and wanted for you a birthday party with somehow, someway, children in it!

MR. SANTA CLAUS: Why, why, now, Kris, my dear. I'd no idea you really felt that way about it. Just thought that the sight of children on Christmas would ruin you! Look here, folks, suppose we all get in and have a little party right this minute, singing and a couple of pieces, and everything but eats!

Mrs. Santa Claus: Oh, San, how nice. Do you all know *Luther's Cradle Song—Away in a Manger?* Of course you do! Let's sing it!

[*They sing that and others, if the director so desires.*]

Mr. Santa Claus: I don't know when I've enjoyed singing more! Not since I was a tad living in a cabin in the clearing next to the adorable little girl who invented that funny Christmas dinner!

Mrs. Santa Claus [*hastily*]: Up at the North Pole, you know. A cabin made all of blocks of ice! Now a piece from Joey before San and I get on our way again!

Anna: Make it the "Night Before Christmas," Joey [*or any other recitation the director chooses*]. The piece you said at the school entertainment last year.

Joey: All right. And I hope you like it, Kris and San! [*Recites his piece and receives applause and praise.*]

Merry: I wish you could stay and meet Dad, San. He's a carpenter and a dandy, too—when he has a job.

Jerry: And Mother's a peach, Chris! So glad and kind all the time. Joey's a lot like her.

Mr. Santa Claus: I'm sure of it. I certainly hope your Dad gets that job, but scamper off to bed, kiddies. We have to visit about a million young ones before morning, and we have private work to do here before we leave!

Joey: Oh, Oh—his pack! There on the table! There's going to be presents on the tree, after all!

Mr. Santa Claus: Certainly, my dears. Now scoot, all of you, and Merry Christmas to you, and Happy Birthday extra to Joey!

All [*making a lingering exit*]: Goodby! Happy Birthday to you, San!

Mr. Santa Claus [*to Anna, aside*]: You can trust us, my girl! We're doing this thing up right!

Joey [*popping his head back around the door jamb*]: Just lay the presents around the foot of the tree. It's an awful nice tree, but it's not grown up enough to hold anything except paper trimmings!

Mrs. Santa Claus: Oh, Sanford! Wasn't that adorable! We haven't been called San and Kris by little children for over forty years—not since Tommy left us. I never did like Christina for a name, but I do love Kris. It was that funny red knitted cap you will wear for your neuralgia that helped elect you, Mr. Santa Claus!

Mr. Santa Claus: Of course, but get busy there, Mrs. Kris Kringle. Dive into that suitcase—er—I mean that pack, and we'll see what can be done!

Mrs. Santa Claus: You're the memory expert, Sanford. What was it that Joey was wishing onto the Christmas tree for the whole Best family?

Mr. Santa Claus: A bill-fold for Dad to begin with! I hate to part with it—but ouch—here goes. Almost brand new, too. [*Takes out his bill-fold and transfers its contents to another purse, leaving a ten-dollar bill behind.*] Ten dollars ought to square up for a whale of a good Christmas dinner.

Mrs. Santa Claus: You're not the only hero! Here goes my nicest pocketbook, ordered by Joey for Mother Best, and guaranteed not to need iodine on any seams turning white. I'll leave this silver vanity case in it for good measure!

Mr. Santa Claus: Fine! Here's Jerry's fountain pen, and I'll never get another one as good! [*Takes it out of his pocket, and lays it under the tree.*]

Mrs. Santa Claus [*rummaging through the suitcase*]: Four really lovely hankies in the ribbon case, with a sachet in it. With love to Anna! And the string of beads for Merry! [*Takes necklace from around her throat and puts it with the other presents.*]

Mr. Santa Claus: And this is for that fine little Joey who doesn't care if Christmas *does* swallow up his birthday. Not like me! It always made *me* madder than a hatter! [*Takes off his gold wrist watch and puts it conspicuously on the pile under the tree.*]

Mrs. Santa Claus: Oh, San, you darling. You know little Joey is a lot like you when you were just so high. Generous as the spirit of Christmas, always, always! What a lovely party we're having, and I thought I'd have to be so lonesome as usual, trying to forget children and Santa Claus on Christmas night to spare your feelings!

Mr. Santa Claus: How we human folks do tangle things up, trying to do what we think the other fellow wants! Look here—stick on the pile that silly cross-word puzzle I was piecing together at the hotel last night!

Mrs. Santa Claus: And this box of candy, old fatty, who oughtn't to touch it! And here's a fresh cake of lavendar soap!

Mr. Santa Claus: Hold on there, Mother Kris. I simply won't part with my toothbrush, or my pajamas!

Mrs. Santa Claus: Of course not, silly! There, it really does look Christmassy, doesn't it? Oh, dear, if we only had four grandchildren of our own like Anna and Joey and Merry and Jerry!

Mr. Santa Claus: We might have if Tommy had lived! But It's not too late to adopt a whole orphan asylum, if you say so, Kris.

Mrs. Santa Claus [*laughingly as she repacks the bag*]: No, not that, San, but a good, fat Christmas check to the orphans Sister Mildred looks after—in memory of that long ago funny Christmas dinner, and Tommy and nice little Joey!

Mr. Santa Claus: Done, my girl! And how about a tip to Brother Sam just starting to build his new house that an A1 carpenter needs a job mighty badly? I feel in my bones that Daddy Best may come home without one tonight!

Mrs. Santa Claus: Wonderful, Mr. Santa Claus! Christmassier, and Christmassier! We'll phone to him as soon as we see Sam this evening!

Mr. Santa Claus: The swellest birthday and Christmas I've had in all my life!

Mrs. Santa Claus: Because you've made four darling children—in fact, the whole Best family—happy as kings. We'll have a party like this every Christmas, won't we, San, now we know we like it? Good-by, dear little Anna, and Merry and Jerry and Joey. Good-by, good little tree that didn't grow up!

Mr. Santa Claus: Come on, little Christmas dinner girl who never *has* grown up for me, and turn out the light, Mrs. Santa Claus! Meters are meters, even on Christmas Eve!

[*They turn out the light and steal softly out, and no sooner does the one door close than the other opens and into the dark stage rush Merry and Jerry and Joey clad in white pajamas.*]

Merry: I simply *had* to see if there were really presents under the tree! I know we ought not to come back, but——

Joey: Let's not turn on the light, anyhow! It wouldn't be fair to *look* at them before morning. But we could give just one little *pat* or two around under the tree!

Jerry: Oh, Oh! There *are* presents! I can feel them. There *are* presents!

Anna [*entering hurriedly*]: I know what you're up to. Of course there are presents, but you won't get one of them if you don't scamper off to bed right this minute.

Joey: Oh, Anna, this is the very nicest birthday and Christmas I ever had in all my life. I knew Santa Claus was real, and I always thought he had a nice wife like that!

Anna: Of course, he's real, and you know what Mother says—that as long as generosity and the spirit of kindly giving stay alive in this world, Santa Claus will always, always be real!

Merry: San and Kris both liked the singing! Come on. Stand here in the dark and let's sing to the dear little tree before we go back to bed!

JERRY: Fine! You start it, Anna! Merry Christmas, little tree. Give our love to Santa Claus, if you hear him passing by in the night!

[*They group themselves about the tree and sing "Away in a Manger," still in the dark as the curtain goes down.*]

CHRISTMAS GIFTS TO BE MADE

I. FOR THE TREE: Strings of popcorn; cellophane woven ornaments; bright-colored silver, red, and gold link chains; cornucopias, gilded walnuts (pry the two halves apart just far enough to insert a bit of string to suspend them from); red apples to weigh down bough tips; small tin cans covered with gleaming scraps of paper or cotton balls treated the same way; Santa Claus dolls; gaily painted clay birds.

II. FOR BROTHERS, SISTERS, PLAYMATES, HOSPITAL CHILD, SHUT-INS: Use colored crayons, inexpensive enamel, empty spools, bright-hued worsteds, scraps of gay calico and gingham, cellophane, last year's gold and silver Christmas wrapping paper and greeting cards, attractively shaped boxes freely. Make bean bags, picture scrapbooks, oilcloth animals, doll rugs, Noah's ark (empty chalk box, varnished animal crackers, jumping jacks, jigsaw puzzles, doll furniture, hobby horse stick, doll's patchwork quilt, paper dolls, boats, gaily colored clay beads, carved soap animals, Eskimo igloo and dog sled.

III. FOR "GROWNUPS: Decorated boxes, crazy-quilt, burlap-covered door stopper, worsted embroidered purse, sofa cushion top, crayon-colored wall panel on crash, desk set, decorated bread and cake boards, kitchen utensils from the ten-cent store gaily enameled, picture frame, ash trays (clay, clamshells, etc.), flower vases made from coffee cans covered with mosaic of bright-colored scraps of paper and waterproofed with Valspar, clay curtain pulls, clay flower vase frogs, bill spindle (sharp nail and decorated clay base), plants in decorated tin cans, match boxes, bird houses, bird baths, oilcloth book covers, clothespin box or bag, shopping list pads, hand-painted calendars or blotters, padded coat hangers, hot dish pads and hot dish lifters, shoe shiners, sachet bags, lampshades, a box to hold recipes, writing paper portfolios, folders with Christmas verses, duster mits, wastebasket, place card.

Special Christmas Material

"NEIGHBORS ALL," a California Christmas play for elementary schools, by Alice Hand, THE WESTERN JOURNAL OF EDUCATION, November, 1929. Copies, 25 cents. Inquire at your county free library or school or city library for copies.

"Santa Claus Is True," a Christmas play for elementary schools, THE WESTERN JOURNAL OF EDUCATION, November, 1932. Price, 25 cents. May be secured from your county, city or school library.

"It came Upon a Midnight Clear Holy Night," a Christmas play by Irmagarde Richards. Price, 25 cents. Harr Wagner Publishing Company, 609 Mission Street, San Francisco, Cal.

ONE OF THE SAD eventualities of the summer was the death of John A. Raitt, Superintendent of the Paso Robles schools, which occurred after an operation at the Mayo Clinic in Rochester, Minn. Mr. Raitt was one of the most honored and well-thought-of school men in California. His geniality made him the friend and confident of both pupil and public. A graduate of Cornell University, Mr. Raitt held educational positions in Wyoming, Nevada, and California. Ten years ago he came to Paso Robles from a superintendency at Calexico. In Paso Robles, for two years he was principal of the high school and for the past eight years he has been superintendent in charge of all grades.

GEORGE H. FLAMSON has been elected to the principalship of the Paso Robles High School, following the death of former superintendent John A. Raitt. Mr. Flamson for the past five years has held the position of vice principal in the same school. Mr. Flamson is a graduate of Park College, Missouri, with a degree of A.B., and has an M.S. from Pennsylvania State College.

Previous positions held by him have been an assistant professorship in physics at Pennsylvania State and a position in science at the Fresno State Teachers' College. This year no new district superintendent will be employed for the Paso Robles schools. Mr. Flamson will be in charge of the high school; Glenn Speck will be head of the junior high school; and Miss Edgar will be principal of the elementary school.

GUY ALDEEN WEAKLEY has been elected to the district superintendency of the El Centro grammar schools, following the recent resignation of B. M. Gruwell to go into the school-supply business in Los Angeles. Mr. Weakley was formerly district superintendent of the La Crescentia schools before they amalgamated with the Glendale city system, some two or more years ago. Since the amalgamation Mr. Weakley has been head of the department of research of the Glendale city schools, and left that position to accept the El Centro superintendency.

The Western Journal of Education

HARR WAGNER, EDITOR

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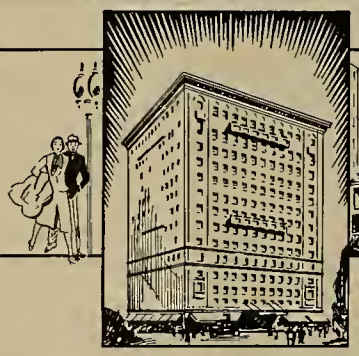
PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.



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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

The 1933 Oakland Conference of County, District, and City Superintendents——

The theme of the conference could be epitomized in the word "Fight."

The consensuus of opinion was that the time for apoligizing for spending money for the education of the children of the state had passed.

Vierling Kersey, Superintendent of Public Instruction of California, in one of the best addresses he ever delivered, said that from now on education in California would leave the defensive and commence an offensive.

For the first time in history, we noticed a hotel banner advertising a school conference.

The conference got down to business and covered a tremendous amount of ground in a short two-day period.

The large number of superintendents in attendance was noteworthy. In fact, fifty more were registered than upon the first day of last year's superintendents' convention.

Superintendent Willard E. Givens of the Oakland public schools saw to it that Oakland gave a royal welcome to the visitors. In two opening addresses, "The Superintendent Faces the Future," Mr. Givens gave a clear presentation of what he believed the future problems of education would be.

We liked the way Walter L. Bachrodt, Superintendent of the San Jose schools, presided and talked.

David E. Martin, Superintendent of the Alameda County schools, gave the visitors a taste of English as it is spoke in sight of the Campanile tower at Berkeley.

We thought the paper read by L. E. Chenoweth, Superintendent of the Bakersfield schools, upon "Public Relations," the finest presentation of that subject from the viewpoint of the school man we have ever heard.

Miss Helen Heffernan, chief, Division of Elementary Education and Rural Schools, gave a dynamic presentation of how the teacher could effect a closer appreciation of school problems by the parent.

The question of tenure was still with the conference. Roy Cloud, secretary of the California Teachers' Association, defended the present tenure law and declared that if the present law was not in effect the condition within our schools would be most deplorable.

The superintendents as a whole expressed the opinion that the law should be changed so as to make it easier to get rid of undesirable teachers.

Miss Perle Sanderson, Superintendent of the Colusa County schools, appeared in the light of a woman orator and made the most colorful feminine address of the meeting.

Joseph Marr Gwinn, Superintendent of the San Francisco schools, was given an ovation when he arose to speak.

George C. Bush, Superintendent of the South Pasadena schools, proved he knew how to make a short address straight to the point.

Jerome O. Cross, Superintendent of the Santa Rosa schools, proved to be a chairman par excellence at the meeting over which he presided.

R. D. Case, Superintendent of the Salinas schools, spoke several words in relation to the platon school as a means in the economical organization of a school system.

C. L. Geer, Superintendent of the Coalinga schools, presented some very clever material in relation to the problem of educational reorganization.

A. R. Clifton, Superintendent of the Los Angeles County schools, spoke upon the topic of "The School Administrator and His Problems."

On the program devoted to "Improved Units of Administration in Public Education" were the following: Sam H. Cohn, Deputy Superintendent of Public Instruction; Roy Good, District Superintendent of Fort Bragg schools; Mrs. Muriel Edwards, County Superintendent of Santa Barbara County; Herbert L. Healey, Superintendent of Kern County; David E. Martin, Superintendent of Alameda County, and Mrs. Portia F. Moss, Superintendent of Placer County schools.

Douglas P. Lucas, District Superintendent of the Hudson School District at Puente, had the privilege of a six weeks' tour of the United States this summer, in which Muscle Shoals, Washington, D. C., New York, and the Century of Progress at Chicago were visited. At Puente Mr. Lucas finds the problem of migratory children greater than last year. With an enrollment of 560 pupils, he has had to add one teacher to the system.

The Taft grammar schools, under James A. Joyce, Superintendent for years, have been doing the exceptional in education. This has been made possible by the wealth of the district and also by the vision of Superintendent Joyce. Wonderful schools have been built fitted to the climatic conditions of the region, and in these schools teachers have been given opportunity to use their ingenuity in working out educational problems according to the best of late educational theory.

In curriculum work committees of teachers of the Taft grammar schools have just finished some excellent courses of study. This was done under the general advisory supervision of Mrs. Lorraine M. Sherer, director of the curriculum division, Los Angeles County schools, and under the immediate supervision of Mrs. Cheney, director of curriculum work for the Taft grammar schools.

There is a complete hygiene setup in the Taft schools that is perhaps equaled in no other public school in the state. From the first year through the eighth each child is given periodically thorough physical examinations by competent physicians. If remedial work is needed, the parent is advised. If they cannot afford the expenditure, it is then done by the school. The fact that capable nurses are hired to follow this work through, and see that the remedial work is actually carried out, makes the program exceptional. Also, all teachers have to know the physical condition of each child in their care.

The reorganization of the noon-hour period is perhaps Mr. Joyce's latest progressive movement. The ordinary procedure is for children to eat their lunch, run out to play, and then come in for the afternoon work hot and tired. Mr. Joyce's plan is to have the children spend thirty minutes for lunch, after which they either rest quietly or are allowed in the auditorium for educational films or programs. Then at 2:30 comes the recreational period with sports and games after the intellectual labors of the day are over.

J. D. Sweeney, Superintendent of the Red Bluff grammar schools, as he says, is now on the twentieth year of teaching school in Red Bluff. There has just been an auditorium added to the fine grammar school building that was built several years ago. In Northern California, Mr. Sweeney is the dean of the schoolmen and is also an authority on the local history of that region.

Benton Welty, District Superintendent of the Auburn grammar school, is on his eleventh year as head of that school. He finds work in Auburn very pleasant and believes that the city's slogan, "Above the Fog Belt and Below the Snow Belt," is a true picture of the community's natural environment. With the surrounding hills covered with fruit ranches of peach and pear and plum, with the creeks, especially now, filled with gold seekers, and the town of Auburn itself a haven for retired people, the schools have increased some two hundred pupils these past years, until there is an enrollment of 525 children, with sixteen teachers in charge. Improvements have been made for physical education and games by increasing the acreage and putting in courts for various games. Mr. Welty himself

personally supervises playground activities, and his main effort is in training the children to develop their own personality.

FOR TWO YEARS North Sacramento has done away with the position of a district superintendent of schools. The two schools are in charge of principals. Mrs. Maude Fithian is principal of the North Sacramento School, a position she has filled capably for years.

IN FRONT of the Coalinga High School is a petrified log taken from the top of one of the hills in the neighborhood of Kettleman hills (said by geologists to be the greatest oil region in the world). Two caterpillars brought this log in. There it lies, with perhaps some 20,000,000 years behind it.

One likes to think of C. L. Geer, Superintendent of the Coalinga schools, using that log as a lever upon the school population of Coalinga—and in that prying making use of the knowledge of civilization that has developed in the great periods of time that log has been crystalizing. When something new is done for the development of individuality in children, Mr. Geer will do it. There is no community in California or the United States in which one can see growth and development in pupils as you can in Coalinga. This, perhaps, is more noticeable because Coalinga most of the year has the likeness of a desert region with oil fields and little else, and if rains do come there is a brief burst of color and wildflowers, then back to desert dryness and heat.

The latest educational development in Coalinga has been the establishment of the Coalinga Extension Center of the Fresno State College, organized under the direction of F. W. Thomas, president of that institution. At present there are two full-time instructors and five part-time instructors from the high school department. There are eighty full-time students and forty part-time students now registered. A building for this college department is being constructed at the present moment at a cost of about $18,000.

THE "Outline of the Course of Study in the Social Sciences, Including Elementary History, Geography, Government, Community Crises, Citizenship, and Character Training for Grades I to VIII," for the Kings County schools, prepared by H. A. Sessions, general supervisor of rural schools, is an unusually noteworthy presentation of that subject-matter. What is more to the point, it is different from many such courses of study. To know Mr. Sessions is to know that it would have to be so. The philosophical background, the selection of apt quotations, the arrangement of materials, is striking. The table of contents gives a concept of the arrangement. It starts out with this statement of "The Unpardonable Sin," by Glenn Frank. We quote:

"The unpardonable sin of Western leadership, the wages of which may yet be the death of Western civilization, was committed when Western education was permitted to become a series of relatively unrelated specialisms; instead of its being made to center around, or, at least, come to climax in a coherently planned attack upon the problem of creating, comprehending, and controlling the civilization in which Western man must live his life and pursue his varied enterprises."—*Thunder and Dawn, page 210, by Glen Frank.*

Then follows the philosophical basis of courses, general objectives, more specific objectives, text and references, and then guidance in teaching for the various grades.

AN UNUSUALLY FINE view of the development of a progressive county school program, an outcome of several years' work, that now continuing can be read in *The Breeze*, the paper published by the Santa Maria High School, in the edition of the 3d of last March called the "Santa Barbara County Schools Issue." We refer to that issue because it is a résumé of the school work now going on throughout the whole of Santa Barbara County. If more county superintendents would have published such a full anaylsis of their programs once a year, and distribute it to their constituents, it certainly would pave the way for a greater appreciation of this educational program.

In this issue we find presentation of facts regarding the guidance plan worked out from the first through the twelfth grade, a discussion of demonstration classes and where they can be visited, P.T.A. work, a story on how county school supervision makes for equal opportunity, a statement of new curriculum problems, and many other writeups of an educational nature. From the viewpoint of economy we find that the Santa Barbara County school costs have been cut 50 per cent since Mrs. Edwards has been in office.

A. R. CLIFTON, Superintendent of the Los Angeles County schools, is continuing this year with the plan of elementary institute programs as formulated last year and continued this year by Mrs. Lorraine M. Sherer, director of curriculum for the Los Angeles County schools. This program gives wide leeway of choice to teachers. Full-time teachers must attend six sessions, others in proportion to their time of employment, some time in the institute period that runs from October 21 to December 22. December 18 to 22 has been declared Institute Week by Mr. Clifton, and teachers may attend sessions scheduled at that time. Previous to that time, provision has been made on Saturdays or evenings for institute meetings, field trips, lectures, or concerts.

Among the speakers so far scheduled have been Doctor L. Thomas Hopkins, curriculum specialist, Lincoln School, Teachers' College, Columbia, who gave four lectures in October upon "Whither Now?" "The New Deal in Education," "Education and National Recovery," "Currents and Cross-Currents in Education."

This year emphasis has been laid upon giving information to the teacher in subject content and teaching devices. Great interest has been had in the meetings devoted to work in clay, bookmaking, illustrations, nature study, and music. In addition the field trips to pictures, dairies, packing-houses, seashore, and mountains have been usually well attended.

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CITIZENS' EDUCATIONAL ASSOCIATION

It has been evident for some time to many persons that the preservation of public education in the United States must depend upon a stubborn defense of that institution as well as a forceful offense against the opponents of free and democratic education. With millions of children in our country receiving lessened educational opportunities or none at all, and with organized minorities represented mostly by tax organizations fighting to curtail even those expenditures, the time has come to do something.

This was made evident at the last State Educational Conference, held recently in Oakland, when Vierling Kersey, Superintendent of Public Instruction of the State of California, said that the time for defensive tactics had passed and that from now on a forceful offense against the opponents of public education should be started.

This statement was just the crystallization of the feeling that had been developing in Los Angeles County this past year among the members of the School Trustees' Association, under whom is more than one-third of the school population of California.

The feeling was that there should be a citizens' organization formed that would fight for the education of the state children. It was felt that the California Teachers' Association was doing a great work in that direction, but there was the realization that to the mass of voters this organization was considered a self-interested organization. It was the idea of Boyd Comstock, trustee of the Palos Verdes school district and nationally known college track coach, that a new organization should be formed with every school trustee in the State of California a member. Associated with these trustees the school administrators of each school district, and in addition public-spirited citizens interested in public education, would be invited to join. In other words, the California Citizens' Educational Association is planned to be a joining together of trustees, administrators, and citizens who are agreed that public education in California should be defended and improved.

Mr. Comstock brought this idea before Judge Collamer A. Bridge, President of the Hermosa Beach Board of Trustees and President of the Los Angeles County Trustees' Association, who presented it to that association at their last May meeting. It was decided to go ahead in a plan of organization, and Charles D. Jones, District Superintendent of the Hermosa Beach schools, was given the work of drafting a constitution A committee of the Los Angeles Trustees' Association consisting of Boyd Comstock of Palos Verdes, Judge Collamer A. Bridge of Hermosa Beach, George Girard of Wilmar and Charles D. Jones then toured California and brought to the attention of trustees and school superintendents throughout the state the draft of the constitution of his new organization. They met with such an enthusiastic response that the plans are being carried on to completion.

A perusal of the suggested constitution gives a very clear idea of the plan of organization, and we quote the following:

"*Purpose.* The welfare of the public schools of the state and nation being threatened by a great deal of adverse and unjust criticism, it is the purpose of this association to investigate all these charges, to conduct scientific surveys and studies into school problems of every sort, and to make known to the public in an unbiased manner the information thus attained, so that wise laws may be drafted protecting the best interests of this important democratic institution. We owe this service to the children of California, and it shall be the main purpose of our association to unite and support all forces in the state which have this cause at heart."

The plan of organization is pyramidal in effect, with each local school district being part of the base of the pyramid composed of a membership of school trustees, administrators, and public-spirited citizens. Then come sectional groupings and a county managing board. Above the county managing board is that of the boards representing three geographical divisions of California, Northern, Central, and Southern. Above these is the state council of fifty-two members and a state managing board of ten. A state president heads the association for two years. Dues of $2 per year are required of each member. Provision is made for a paid secretary, and no other emoluments are allowed except traveling expenses to various officers of the various units on association business.

It is expected that by the first of the year this association will be actively organized and will be ready to combat adverse propaganda against the schools.

With retrenchment out of the way, the Alhambra city schools, under the new superintendency of Benjamin H. Gibbon and a new Board of Education, are planning for a progressive plan of educational achievement for Alhambra. The basis for this plan is the 1928 survey of the Alhambra setup by Professors Hull and Ford of the University of Southern California. In this they recommended the reorganization of the schools on the 6-3-3 plan, and especially the acquisition and building of a new high-school plant. The new high-school site has been acquired, but no great construction has been started as yet. Under consideration now is a bond issue for this new plant and also for funds to recondition all schools as to earthquake hazards. What amount will be asked for is not known as yet, and whether a junior high-school building program will be considered is still problematical. But with the fact that funds may be secured through the R.F.C. there is strong probability of immediate action. At present the high-school plant is overcrowded, with an enrollment of 3100 students. Elementary schools register 4254 pupils, night schools handle 389, and continuation school 69.

Superintendent Benjamin H. Gibbon of Alhambra has this year placed M. R. Stokesbury, for the past two years director of research for the Alhambra schools, in charge of a new department, with title of director of research and special service. Previously Mr. Stokesbury has just handled the educational tests given in Alhambra, and previous to that vocational counseling in the high school. Now his duties include those of a supervisory nature. Mr. Stokesbury is a graduate of Oregon State College of 1925, where he specialized in industrial arts and vocational education. An outstanding piece of work prepared this past year by Mr. Stokesbury was the survey of the Alhambra city schools, in which Doctor O. R. Hull of U.S.C. and J. C. Bennett, statistician for the California Taxpayers' Association, acted as consultants.

Another department head established by Benjamin H. Gibbon, Superintendent of the Alhambra schools, has been that of coördinator of elementary academic subjects. Mrs. Mabel C. Bennett, for the past five years of the department of tests and measurements of the Alhambra schools, has been placed in charge of that position. Mrs. Bennett has been in the Alhambra system fifteen years—ten years as a teacher and five years in the department of research. This spring she received her A.B. from U.S.C. She is prominent in Alhambra business women circles and is president of the Alhambra Professional and Business Women's Club. Her acquaintanceship among the teachers makes her especially valuable in this new position.

At Norwalk Don T. Delmet, District Superintendent, and his Board of Trustees, with enough money in the treasury for the commencement of the replacement of a building that had to be razed on account of earthquake damage, were forced to go to the people by the State Board of Equalization to have them approve the expenditure of more than 5 per cent of their last budget. With Andrew P. Hill, chief of schoolhouse planning for California, recommending an exensive building program of a new unit for administration offices, classrooms, domestic science rooms, orchestra room, and auditorium, it is planned to ask the R.F.C. for additional funds to complete the program.

GOOD POSITION open for woman, married or single, part or full time; must be ex-San Francisco school teacher. Address H., care Western Journal of Education, 609 Mission Street, San Francisco. Give telephone number.

LIBRARY NEWS DEPARTMENT

BY MAY DEXTER HENSHALL
County Library Organizer, State Library

Growing Up With Books

BY SUSAN T. SMITH
Librarian, Berkeley Public Library

[EDITOR'S NOTE—The theme for Book Week this year, November 12 to 18, is "Growing Up With Books." Miss Susan T. Smith, the author of the following delightful story, is one who has enjoyed that satisfying experience. She graciously consented to share her memories of growing up with books with the readers of the WESTERN JOURNAL OF EDUCATION.]

MY EARLIEST and most lasting impression of childhood is of the homely sitting-room in our first home, with windows overlooking a walled-in garden. Here most of our indoor life was spent, a life largely encompassed by books and music.

Against the south wall stood a tall walnut bookcase with glass doors. The shelves were filled with bound volumes of *Harper's Magazine* and a few volumes of poetry, history, and travel. A ledge about a foot in depth extended over two horizontal drawers at the bottom of the case. Somewhere about the age of five, I found it very exciting to imitate my mother by singing her songs to an accompaniment played upon the ledge with runs and octaves and much crossing of hands.

Exhausted by the muscular performance, I would pull out one of the magazines from the case and pore over the pictures. Civil War memoirs were then the vogue, and from the illustrations I gathered my first impression of war—flashes of gunpowder, long lines of men streaming over fields carrying muskets or swords, hand-to-hand combats among trees, and everywhere the dead strewn on the ground. To these early encounters with battles and death can be attributed my lasting distaste for this period of history. U. S. Grant was never a hero to me.

Added to these horrors were occasional trips across the hall to the cold, unfriendly parlor. On a marble-topped table were copies of "Dante's Inferno" and of "Paradise Lost," with full-page illustrations by Gustav Doré. Chills ran down my spine as I gazed at the sinister, unhappy souls writhing in agony, but I could not resist their appalling fascination. It was with a sense of great danger averted that I returned to the sitting-room and my own more wholesome books. "Puss in Boots" was the favorite. On the cover was a handsome white cat in a red jacket with high-topped boots, his tail extending downward. In one paw rested a flat velvet hat with a curling feather. I knew every word of the story by heart and thoroughly enjoyed telling it to my doll, in a loud impressive voice. There were other books, too, from which I used to recite—"Mother Goose," the Walter Crane and Caldecott picture books, Perrault's Fairy Tales, "Goody Two Shoes," and Kate Greenway's rhymes of ordinary events and people, with quaint little colored pictures.

My three brothers were all considerably older, and while they were at school I dwelt in a land of "Let's Pretend." On sunny days, I dragged the dining-room chairs through the long French windows onto the wide porch that encircled one side of the house. Here I enacted scenes from my favorite books until, exhausted with so much dramatic action, I would tuck the swing under my arm and climb up to the top of the tall ladder which was used to pick oranges and figs from the trees in the back yard. Seated in the swing, I would whirl off into a dream world of my own imagining. The clouds on the eastern horizon formed into fantastic shapes, Andersen's Snow Queen appeared in her unearthly beauty, two baby clouds moving close together were Hansel and Gretchel trudging through the woods, and that jagged edge was no other than the sharp nose and chin of the wolf disguised in grandmother's frilled white cap.

Our favorite pastime after dinner was to be read aloud to. Since the masculine element predominated, the choice was usually boys' stories. "Robinson Crusoe," "Swiss Family Robinson," and Cooper's "Leather Stocking Tales" held us entranced. It was a fine balance for my sensitive mind to listen to these vivid, virile adventures set in a boy's world. We could suffer no greater punishment than to be sent to bed without hearing the nightly story. Jacob Abbot's Histories, the Rollo Books (though my brothers considered these rather sissy and endured them only for my sake), "Tales of a Grandfather," and Dickens' "Child's History of England" all seem to have been familiar to us.

It was during this period that "Pinafore" was performed at the opera-house. I shall never forget my ecstasy at this my first introduction to the stage. For weeks afterwards the house resounded with recitation and song. "Little Buttercup" was allotted to me, but we all joined in loudly in the chorus "For I am the ruler of the king's navee." Thus we were introduced to the "Bab Ballads," Lear's "Nonsense Rhymes," and Lewis Carroll's "Alice." Humor took its place with adventure and fairy lore.

Religion was accepted as a necessary part of our daily living, and at an early age we were familiar with Bible stories of the Old and New Testament. One year all of the cousins of the family entered into a contest—the prize to be a Bible—for the one who could recite the first chapter of the Gospel according to St. Matthew without a single mistake. From the time I had first learned words, I loved to recite, and my memory was retentive. It was a red-letter day in my life when I carried home the Bible.

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It was from the Sunday school library that Elsie Dinsmore and her numerous series came into my hands. I literally gorged on them. It did not occur to me that Elsie was a conceited little prig. The romantic life of the rich little Southern girl with her negro mammy, and the simple domestic narrative, badly written though it was, satisfied some inner desire and extended my every-day experience into the realm of a make-believe world of beautiful clothes, vast estates, carriages and horses—all the things we long for but seldom attain. Once this series was ended, with the death of Grandmother Elsie, I felt no regret, either over the loss of my heroine or the end of the tale, and did not reread them. Louisa Alcott's stories, "Little Women," "Little Men," and "Jo's Boys," were real personages to me, and I read them over and over again. Beth's death was a tragedy that could always produce heartbreaking sobs.

Being a particularly joyous and carefree sort of child, I reveled in contrasts of gloom and sorrow. As I remember them "The Lamplighter" and the "Wide, Wide World" had most satisfactory pages of grief—good emotional outlets for a highly imaginative little girl.

Nothing could take the place of fairy tales in my reading life. Hans Andersen was the supreme favorite. There was a delicacy of perception, a beauty of words, a quality of imagination in his writing that charms me to this day. Not that I was above enjoying the more terrifying tales of the Grimm Brothers, and I read the entire rainbow collection of Andrew Lang.

At the age of eight or nine, I was taken to New York State to live for a year, in a little village with rolling hills, sweet with the smell of clover hay in the summer, cold with mounds of snow in the winter. There was ice skating on the pond and excursions to the nearby woods for hazel nuts and chestnuts, all new experiences to me. Best of all was Friday night, when the young school teacher read aloud to us Hawthorne's "Tangle Wood Tales" and "Wonder Book." Thus was the classic world unfolded to me. "Legends of King Arthur," "Adventures of Robin Hood," and "The Canterbury Tales" followed in natural sequence.

During the next years I attended an excellent private school owned by a cultured Boston woman, who believed that education was best gained by active experience rather than in committing text books to memory. American Colonial history was lived for six months in the schoolroom. We read and recited "Evangeline," "Courtship of Miles Standish," "Landing of the Pilgrims," acted scenes from the lives of the early settlers in New England and Virginia. Chapel exercises were devoted to memorizing some of the beautiful "Psalms of David." The program of one of our commencement years was devoted to the poetry of Sir Edwin Arnold, who was then very much in vogue. His long poem, "After Death in Arabia," was divided into parts for three of us to recite. It was my lot to recite the end of the thrilling Oriental romance. Sir Edwin himself appeared in San Francisco on his way to Japan, and he accepted an invitation to hear the school recite his poetry. I can still see him sitting on the platform, a long finger placed against one side of his prominent nose, somewhat astonished, I think, to find himself in such a unique position. He autographed copies of his poems for us, altogether a noteworthy occasion in our youthful experiences.

The next three years in high school brought me under the guidance of a rare intellect, Miss Irene Hardy. A poetess herself, she stimulated in her pupils a fine appreciation of the English and American poets. "In trailing clouds of glory do we come" repeated for me the cloud pictures of an earlier age, the winter in New York was relived in the "Eve of St. Agnes" and Whittier's "Snow Bound." We were inspired to learn whole poems, "The Lay of the Last Minstrel," "The Ancient Mariner," and Grey's "Elegy." Then, through the magic of her mind, we found the beauty in Shapespeare's plays. "Lamb's Tales" had already acquainted me with the plots and characters, but some of the lovely words remain with me 'til this day. "How sweet the moonlight sleeps on yonder bank" recalls one of the most beautiful love scenes in drama.

This was a period of historical novel reading, some of it spoiled by text-book analysis, but nothing could change for me the glamour of "Ivanhoe" and "Kenilworth," or check my bitter sorrow over Wallace's murder in "Scottish Chiefs." Jane Eyre's love for Mr. Rochester fulfilled my most romantic hopes, Becky in "Vanity Fair" became and remained for many years my prize heroine. Her wit and gayety seemed just right; that her actions were of a doubtful character never occurred to me. There were other books too numerous to mention, not many biographies or histories, except the texts we used. It was romance and rhythm that held an absorbing interest for me. Everything I read led the way to something else, a play by Victor Hugo suggested "Les Miserables," and I think with that book I reached the heights. It was a three-volume edition, but I had to wait while others finished the volume I wanted. What an agony of apprehension enveloped me after each escape of Jean Valjean! How I detested Javert! The streets of Paris, Battle of Waterloo, were forever engraved in my memory.

I read others of Hugo, some of Dumas—"The Three Musketeers" is best remembered, and the Count of Monte Cristo was made more vivid by Salvini's portrayal in the play. Wisely for me, stage and books went hand in hand, and I attended all of the best plays acted by the most notable of actors.

And so I grew up. There was much in my life besides books. Out-door games and music had their share, but books were the most important influence. Only a few of the hundreds I read are here mentioned. There was no sense of parental direction, but much wisdom was shown in the choice of our home library—unconsciously a discriminating taste was developed. My imagination expanded to the fullest extent and is still kindled by an original bit of fantasy. Books to me are an ever delightful experience as well as a solace in a changing world.

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tion to American literature for children, was presented to Mrs. Elizabeth Foreman Lewis, for her book "Young Fu of the Upper Yangtze," by the Section for Library Work With Children of the American Library Association, at their annual meeting in Chicago.

The Newberry Award committee is composed of fifteen children's librarians from all over the country. The award was established in 1921 by Frederic G. Melcher, editor of *The Publisher's Weekly*, to emphasize the need of good books for children and to give the same encouragement to their writing as is given to books of other types. The children's librarians, because of their close contact with both books and children, Mr. Melcher considered in a position to make such an award.

In "Young Fu" the new spirit that is rejuvenating an age-old civilization is personified in a young Chinese boy apprenticed to a master coppersmith of the old school. Bandits, communists, artisans, scholars, and all the teeming life of a crowded city parade through the vivid pages of the book.

Although "Young Fu" is Mrs. Lewis' first book, she is the author of numerous stories for children which have appeared in juvenile magazines such as *St. Nicholas* and *Boy's Life*. Her short stories have been starred a number of times in O'Brien's collection of the best short stories of the year and many have appeared in Braille.

Born in Baltimore and educated in that city and in New York, Mrs. Lewis worked in various fields as a young woman—on architectural designs for doll houses, railroad statistics, institutional work in a Slavic settlement, and religious education in a church center.

In 1917 she went to China, finding it only a short step from work with foreigners here to work abroad. Her days were spent in the office of the Mission Board and evenings in religious education classes in Shanghai. The next year she spent in Chungking, the scene of "Young Fu." Next she taught in the Girls' Boarding School in Nanking, and later in the Nanking Boys' Academy. Here she was married in 1921 to John Abraham Lewis, principal of the Boys' Academy and son of Bishop Wilson Seeley Lewis of Iowa and China.

Severe illness forced Mrs. Lewis to return to the United States, and she now spends most of her time in a cottage in the woods overlooking the Severn River, Maryland. Her primary interests are her home, her young son, China, books, country life, animals, and writing.

Notes

DURING the twelve days from September 18 to September 30 the Sutter County Free Library sent to the elementary schools of that county 12,930 books. These included 10,189 books for supplementary class work and 2741 books for home reading. County Librarian Miss Frances Burket and Mrs. Irminna Hurst, head of the school department of the county library, handled every one of these books, and personally delivered many of them. In addition to this activity the library carried on its usual public library service to thirteen community branches.

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CHRISTMAS PROGRAM

SUGGESTIONS and ideas for your Christmas program this year, emphasizing good-will among nations, has been prepared by the Women's International League. This pamphlet is one of a series of similar publications and contains suggestions for songs, plays, games, and other entertainment suitable for school purposes. Definite program arrangements are given, with an index of where the suggested material is available. The leaflet may be obtained at cost (five cents) by applying to the Women's International League, 1924 Chestnut Street, Philadelphia, Pa.

BOOK REVIEWS

THE GOLD OF FIDDLER'S GULCH. By Ernest Klette. Overland-Outwest Publications, Los Angeles-San Francisco. Size 5½x8. 150 pages. Price, $1.50. Illustrated by Harold C. Peterson.

At last we have a genuine Brete Harte story, not written by Brete Harte. It has the characters—the cabin, the Sierra background, the midnight prowlers, in addition to a fascinating plot. This is a book that, if you start to read, you will not close until you read Betty Jane's letter on page 150. Betty Jane and Herbert Rowan are interesting characters. The book has a very attractive jacket, and has been submitted to the "up-and-ups" in the movie world at Hollywood. It will make a new and enjoyable type of Western picture. The author, Mr. Klette, is a Fresno attorney and the author of "The Crimson Trail of Joaquin Murietta" and "The Legend of Yosemite," and is a member of the League of Western Writers.

THE VISITOR. Of His Coming and His Sojourning and Concerning the Manner of His Going Away. By Hugh A. Studdert Kennedy. 88 pages, 6½x9½. Price $2. Williams Publishing Company, 330 Jackson Street, San Francisco, Cal.

The duplex preface and the foreword to this book are very intriguing to the reader. "The Vistor" is divided into chapters: 1. His First Coming. 2. The Woodsman and What Came of It. 3. The Record of Peter Darling. 4. The Old Man at the Cave's Mouth. 5. An Evening When He Did Not Come. 6. The Tale of the City of Two Times Two. 7. What Happened to John's Wife. You will have to read these chapters to get the underlying theme of the book. Mr. Kennedy knows how to write in good, simple English and has given to the world a spiritual outlook in this book. It is destined to be a classic. When the author interprets his moods, you get a deep insight into life and current conditions become infinitely small. He says on page 48: "At last the answer came to me, and lo! the old writers had ceased to be old and the young writers had ceased to be young, and I had ceased to stand in the middle way, and we were all of the same age, and there was no birth and no death, no maturity and no decay, only the continued forever unfoldment of infinite being." The book is attractively printed and bound by the Williams Publishing Company. It is a credit to the fine art of book making.

CALIFORNIA BEGINNINGS. By Lola B. Hoffman; illustrated by Maurice Hudkins. Size, 7½x10½. Price $1.50; trade edition $2. Harr Wagner Publishing Company, San Francisco, Cal.

This attractive book is for third-grade children. It gives accurate information about the early social environment of California.

ORCHARDS AND ORCHIDS. By Constance Ferris, author of "Curtain Calls." Illustrated by Sotomayor. Price $1.75. Williams Publishing Company, 330 Jackson Street, San Francisco, Cal.

Here is a book of poetry with such expressive technique and interpretative poetic exuberance of today that if you read it you will have many a chuckle, and you will pass it on to your intimate friends. If you study the sonnets, you will be lifted above the sidewalks of earth by the mere beauty of poetic expression. There are twelve of these beautiful sonnets, thirty-seven short poems, five unclassified and twelve quatrains. The quatrains

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are illustrated. Miss Ferris is a genuine poet, and belongs to the class of Edna St. Vincent Millay and Dorothy Parker. Her first book, "Curtain Calls," has been staged effectively and artistically several times, and the first edition has been sold. "Orchards and Orchids" is attractively printed and bound and will be popular during the holidays as a gift book.

The Story of the Mission Santa Cruz. By H. A. van Coenen Torchiana. Paul Elder Company, San Francisco. Price, $2.50.

Mr. Torchiana, the author of this valuable contribution to the history of the missions of California, has been a student of California history for many years. His home has been in Santa Cruz, and he has represented his native land, The Netherlands, as Consul General for over twenty years. He is an attorney at law and a well-known author. Owen C. Coy, director of the California Historical Association, has read the manuscript of this book, and has highly commended it as a scholarly and valuable contribution. The author has presented in a prologue the story, the epilogue, and the finis of a true story of mission life and its characteristics. This is a valuable book and its source material is fascinating. Owen C. Coy's introduction adds to the value of the book.

Molders of the American Mind. By Normal Woelfel. Columbia University Press. Size 5½x8. 300 pages. Price, $3.

This book is a critical review of the social attitudes of seventeen leaders in American education. Among the names are Dewey, Bagley, Snedden, Judd, Charters, Rugg, Thorndike, and Bobbit. Contents: 1. Some Implications of Contemporary Social Change; 2. Analysis of the Viewpoints of American Educators; 3. Interpretive Criticism of the Viewpoints of American Educators; 4. Suggestive Strategic Considerations for American Educators; Appendix: General and Specific Questions Raised by the Analysis; Bibliographies; Index.

Woelfel has made a careful analysis of the material these men have produced since 1925 —"Some Implications of Contemporary Social Changes." The first unit or chapter of the book is very direct and plausible in its conclusion. The religion of the last century does not fit the leadership of today. The schoolmaster accepts the preaching of today, from the necessity of conforming to group consciousness, but he is not really an enthusiastic listener to the philosophy of the pulpit. This book states the case plainly.

It is in reality one of the great contributions to modern thought. It may be too scholastic for the average reader, but the real essence of modern thought is in this book, and when we speak of modern thought we do not mean radical, but conventional. It is a great book.

Exercise and Its Physiology. By Adrian Gordon Gould, Ph.D., M.D., and Joseph A. Dye, A.B., Ph. D. Barnes & Co., New York. Size 6x9, 436 pages. Price, $3.

This new type of book has been written to meet the demand for scientific knowledge of the field of the physiology of exercise. The subject-matter in this book is strictly physiological in nature. The language is non-technical. It is a textbook for students of physical education. Send for a copy for your library. You will find it worth while.

WESTERN SCHOOL NEWS

James Richard McDonald, manager of the school book department of Little, Brown & Co., passed away on November 8, aged 67. He was highly respected by his associates and was an honor to the publishing profession.

Everett R. Perry, librarian of the Los Angeles Public Library for more than twenty years, passed away recently. Althea Warren, formerly city librarian of San Diego and for seven years assistant to Mr. Perry, has been appointed as his successor. Mr. Perry was popular and built a great library system during his twenty years of activity in the Los Angeles city library service.

John Gill, Superintendent of Schools of Redwood City, is preparing to introduce an elementary school guidance program into his schools. He plans that the guidance shall in no way be vocational, but shall be concerned with helping the child develop and control himself in order that he may understand and improve his personal relationships, habits, and civic attitudes.

For several years the La Jolla School has been used for a demonstration school for Mexican children under the guidance of Doctor J. L. Merriam of the University of California at Los Angeles. Here Doctor Merriam has been carrying out his ideas on progressive education that have created natural comment and to which great claims of advance upon traditional methods have been made.

E. W. Kottinger, principal of the Durant Elementary School in Oakland, reports an increase of 60 children in attendance since the opening of school.

With the establishment of the Herbert Hoover Jr. High School, the once overcrowded Durant School was left with several vacant rooms, due to the loss of the seventh and eighth grades. These rooms Mr. Kottinger turned to very excellent use for the improvement of his school. He chose one of the largest and sunniest rooms to be fitted up for a library.

For two years prior to the publishing of the recent Bulletin by the Department of Superintendence, N.E.A., urging the establishment of elementary libraries, Mr. Kottinger has had a splendid library functioning. Besides the general library for the children, he has a sample textbook library for his teachers, where he keeps one book of each supplementary set. Here a teacher may plan the order of her use of the books.

A very good teachers' professional library is also maintained. Two other large sunny rooms were thrown together and rebuilt for a kindergarten. Here a very nice plan is developed. A low partition about as high as a fence is used to divide off about one-third of the room. This small part is used for a workshop where the modeling, hammering, and painting goes on. The larger part of the room holds the piano and some of the completed work, and here the dancing, games, storytelling, etc., are carried on. The children seem to respond very happily to the division in the large room and to have a sense of needing to be very busy when in the workshop.

Mr. Kottinger's library was among the first to be established in Oakland. The elementary school libraries in the Oakland system under the direction of Mrs. Elizabeth Syle Madison are outstanding. She has been working toward their development for many years. The teachers' library of professional books and sample texts under the direction of Mrs. Madison is one of the most efficiently managed and serviceable in the state. Architecturally and artistically it is one of the most beautiful.

Mrs. Nettie Windrem Tayler, principal of the Lincoln School in Richmond, passed away November 8. Mrs. Tayler was one of the pioneer teachers in the Richmond system, beginning her work there in 1906. She had a wonderful personality and was beloved by the children and teachers of her school—as well as by the people of the community, among whom she was an active worker. She was a progressive teacher and was one of Superintendent Helm's most trusted helpers in carrying out his program.

The school librarians of California, Miss Jasmine Brittian, the city school librarian of Los Angeles, president, held an interesting session at the Hotel Californian, Fresno, November 3 and 4.

Robert Bruce Walter, Superintendent of San Gabriel, was severely injured in an automobile accident recently. Guy Weakly, the new Superintendent of El Centro, was also severely injured by being hit by a reckless automobile driver. It is reported that he will be in the hospital for several months.

The California Curiculum Commission will meet in Haviland Hall, Berkeley, on November 23, 24, and 25 and will consider—1. Guide to Child Development, intermediate grades. 2. Handwriting. 3. Spelling. 4. Character Education. 5. Lesson Units on Public Education.

G. Vernon Bennett, associate professor of education in the University of Southern California and author of "Problems of the Elementary School Principal" and "Occupational Orientation," returned recently from a tour of the country, visiting various educational institutions, including the University of California.

Robert A. Lee, principal of the Lowell Grammar School of San Jose for thirty-three years, passed away recently at the age of sixty-three. Mr. Lee was a vibrant individualist, genial, friendly, and always alert for a good laugh, a helping hand, and good cheer.

The teachers will meet in convention the week of November 27 at Sacramento, San Francisco, Oakland, Santa Rosa, and Watsonville. Prominent speakers from Eastern states will instruct and entertain the teachers.

D. J. Henry, principal of the Lincoln School of Napa, was this year appointed supervisor of elementary schools of the city of Napa. Mr. Henry is a very progressive principal, but maintains a major emphasis upon tool subject, particularly reading. He has introduced an activity program into his schools which have been following the suggested course of study issued by the State Department of Education under the supervision of Miss Helen Heffernan, chief of the Division of Elementary Education.

The New Mariano Guadalupe Vallejo Junior High School

VALLEJO'S successful bond campaign in 1931 culminated this fall term with the opening in September of the new Mariano Guadalupe Vallejo Junior High School. It is one of the most beautiful and best planned school buildings in the state, for, while maintaining the early Spanish Californian architecture in detail, a comfortable, beautiful, and practical school plant has been developed. Vallejo has gone Spanish in a big way, both in her architecture and in the pronunciation of her name, which correctly spoken is pronounced "Valya-ho," and her history gives her the right to go Spanish. It is interesting to know that the daughter of the great man for whom the city and the new school are named was present and took part in the program of dedication. Senora Luisa Vallejo Emparan, although 77 years of age, sang two Spanish songs, and, according to Superintendent Cave, "stole the show."

The Vallejo Junior High School as an organization has been functioning since its beginning in 1921 under the able leadership of its principal, J. P. Utter. He was principal of the Lincoln Elementary School at the time of the organization of the junior high school and participated in the original plans. Mr. Utter is himself a Californian. His father was an early pioneer, settling here in the fifties. He is a graduate of the University of California, and he and his enthusiastic faculty of thirty teachers are splendidly housed for the good work ahead.

Superintendent Elmer L. Cave, under whose efficient management school bonds were voted 3 to 1 when they were going down to defeat in other places, is inaugurating a new plan in the elementary schools this year. One day of every sixth week is to be observed as a minimum day. On this day the grade teachers will meet by grades from 2 to 3:30 p.m. Leaders are appointed for each grade. The work of these groups will consist of changes in the course of study; discussion of how to improve teaching technique of the elementary teacher; how to strengthen the work of the schools in general; inter-relationship of teachers, principals, school patrons, and the general public, and improvement of the work of the P.T.A. This program is in line with Superintendent Cave's continuously progressive work in the Vallejo schools.

THE STATE BOARD OF EDUCATION will have a meeting December 8 in Oakland.

THE California School-Masters Club have arranged for a dinner and an after-dinner program for Tuesday, November 28, at the Athens Club, Oakland. Homer Martin will preside; John McGlade, San Francisco, in charge, and Clyde S. Yerge, secretary, 1025 Second Avenue, Oakland.

LEILA FRANCE MCDERMOTT of 70 Santa Monica Way, San Francisco, the famous California song writer, has received a letter from Mr. Beesley, head of "The '49 Mining Camp" in Chicago's Century of Progress, stating that her song "49" made a great hit during the fair. Mrs. McDermott has written and sold many of her California songs to the schools. She met with a severe accident almost a year ago and has been confined to a wheel chair. For catalogue of her songs, write to Leila France, 70 Santa Monica Way, San Francisco, Cal.

North Coast Section Meets in Eureka

THE NORTH COAST SECTION of the C.T.A. met in Eureka on October 9 to 11. While the institute was not attended by Trinity and Del Norte counties this year, they took part in the election with Humboldt and Mendocino counties. About seven hundred teachers were in attendance.

Roscoe Lawson, principal of the Fort Bragg Junior High School, was elected president; Fred Patton, County Superintendent of Schools of Mendocino County, was elected a member of the state teachers' aid committee; Roy Good, district superintendent of the Fort Bragg–Willits district, was reëlected director for the North Coast Section of the C.T.A. Superintendent Good is the oldest director of the state association from point of service. He is also one of the state's most able superintendents.

Mrs. Bertha R. Murray, County Superintendent of Humboldt County Schools, and her committee planned a very excellent program. Exhibits from the rural schools were unusually good—almost every type of handiwork being shown. State Superintendent Vierling Kersey gave the opening address—it was both a challenge and an inspiration to the teachers. Doctor Arthur Gist, president of the Humboldt State Teachers' College, spoke on "Crime in the United States," an interesting but alarming talk, making us realize the necessity of instilling more aggressive ideals into the youth of the land.

Mrs. Gladys Potter, assistant chief of the Division of Elementary Education, gave an excellent address on "The Guidance Program in the Elementary School." She also led two section meetings for elementary principals. Mrs. Potter's clear presentation of the subject and practical and helpful suggestions in problems was said to be one of the most valuable parts of the institute.

Candlelight Dinner

THE "Candlelight Dinner," which has been an annual affair at San Francisco State Teachers' College since 1928, will be held in the Gold Room of Fairmont Hotel on December 5, at 6 o'clock, for which the charges will be $1 per person. Reservations can be obtained from Katherine Landers, chairman of the affair. Miss Landers is assisted by Arthur Hull, director of ceremony.

The dinner is a climax to "Senior Week" and the doings of the year, and promises to be an affair well worthy of and in keeping with the tradition of past years.

SOLANO MONUMENT

THE ABOVE PICTURE of Chief Solano, the monument now being constructed by William Gordon Huff, is to be erected on a hill off the new Valley–Sacramento Highway near Fairfield. The California Park Board awarded the commission to Mr. Huff. He was born in Fresno County in 1903, and studied art at the California School of Arts and Crafts, conducted by Mr. Meyer and the California School of Fine Arts. He also studied in New York and Paris. He has had the following commissions: Bennington, Vt., Civil War Monument; Berkshire Monument, presented by Massachusetts to New York; Professor Fay Memorial at Tufts College, and memorial to F. M. ("Borax") Smith, Oakland.

The statue of Chief Solano is to be done in bronze, twelve feet high. California is to be congratulated on the success of this young man. We believe that artists, sculptors, poets, and musicians should be encouraged by receiving commissions from organizations, cities, and states to place their work in permanent form for the benefit of all.

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The picture, "The Private Life of Henry VIII," stimulates the study of history. The costumes, the feasts, the historic background, awakens our curiosity, and we immediately become interested in the life and times of England's king. We compare. We analyze, and are fascinated by being able to check up on the producers, Korda, Armstrong, Biro, and Wimperis. They have done their work well.

The historic characters live again, in costumes and customs of their time. Charles Laughton is a great interpreter of Henry VIII.

San Francisco has shown its appreciation of the production by crowding the Columbia Theater for weeks. Visiting teachers in San Francisco should not fail to see this picture, and get a true historical visualization of a side of an historical character not given in the conventional books.

Visiting Teachers, Attention

When the Filmarte Theater reopens on Saturday afternoon, November 25, with the showing of exclusive and first-run features it will bring out no less a brilliant personage than Jose Mojica, who is to be seen in the chief character rôle of "The Forbidden Melody."

Jose Mojica has been hailed as one of the greatest of romantic tenors on either stage or screen.

He has a voice of fine ring and range, and in the picture to be shown at the Filmarte the tenor is given extensive opportunity to bring out his truly wonderful voice. He has a great taste for expression that he reveals in most of his songs. Of the film play, "The Forbidden Melody" is full of love, romance, and comedy. Mojica has appeared as leading tenor in a number of the world's greatest operatic organizations, and of late months has done much excellent screen work. The Filmarte, in offering this opening attraction, announces a policy of three shows daily—at 2:15, 7 and 9 p.m.

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   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
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   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership July 14, 1933 was 34,443.
10. **Why should I join?**
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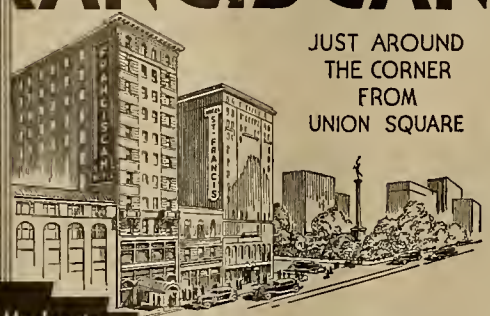

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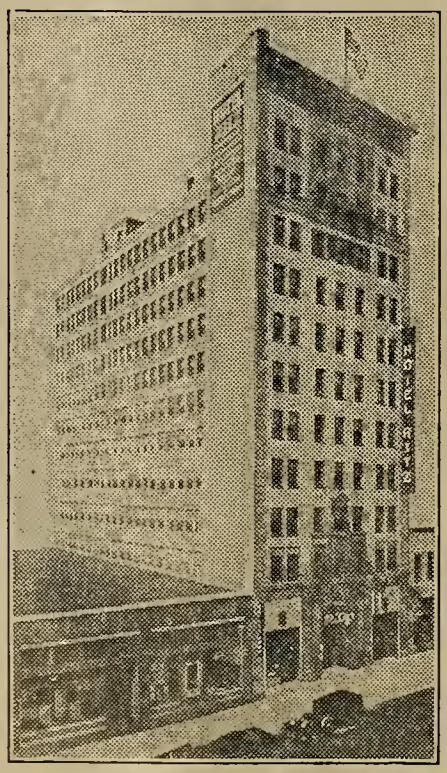

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DECEMBER, 1933

THE WESTERN JOURNAL of EDUCATION

News and Comments -- By Harr Wagner

A Christmas Prayer.—O Lord, give us the gift of wisdom, that we may understand the spiritual value of knowledge. We need more wisdom, not more alphabetical degrees; not more academic knowledge, but more truth. We need lessons not found in books, but in nature. We not only pray to you as the God of Heaven, but as the God of Earth, the God within each one of us. Remove from us the black shadows of fear. May we all have abundant wisdom and love and brotherhood this Christmas of 1933.

Learning by Heart.—Some years ago Doctor Cubberley made a list of poems that every child in the first eight grades should learn by heart. He used the word *memorizing.* Alice Rose Power, now of the State Board of Education, compiled them, and thousands of children committed to memory the poems of the carefully selected list. Times have changed. Children learn now not by heart, but by activity. There is, of course, much of value in the new activity programs in our schools, but we should not overlook the good in some of the old-time methods. All education should be progressive. Augment that which is good in the old and welcome the new with open mind. Education moves upward as a spiral, and not by leaps and bounds.

Is Local Government Obsolete.—The San Francisco *Examiner* of December 11 has a vibrant, brilliant editorial on the failure of local government and makes a strong blunderbus appeal for the abandonment of district and county government of schools. The editor is wrong in making a wholesale denunciation of the thousands of school trustees who serve without pay and who have not robbed children of their birthright. The school district is the smallest unit of republican form of government. If we cannot trust the school trustee when 95 per cent of them have been educated in our public schools, then education must be a failure. The recent exposures of those in control of the great corporations show a much more deplorable condition than that of the school trustee who serves his district without pay. You will find among the nine thousand six hundred school trustees in California very few, if any, who misuse the school funds. We have had contact with the trustees of California for forty years and have known of only four cases of flagrant misuse of school funds. Doctor William McAndrews, who has always lived very close to the people, says: "The school-board member is the outstanding figure of a representative government at its best. Thousands of him make the foundation on which public education is built. Back of the new and amazing progress of education stands the intelligent American school-board member."

The Schoolmaster in Politics.—The California Schoolmasters' Club, at its annual meeting in Oakland, Cal., indorsed Herbert C. Jones, State Senator from Santa Clara County, for Governor. He was also introduced by Willard E. Givens, Superintendent of Oakland Public Schools, at the meeting of the Council of Education, C.T.A., as a candidate for Governor. Senator Jones in his long career as a State Senator has always been a sympathetic advocate of our schools and has always listened to the arguments of the teachers for the betterment of the system. Whether it is wise for a professional group to indorse the candidacy of anyone for Governor is open to question. It is true that, because one is a civic employee, he should not be deprived or even restricted in his civic duties. Politics is politics, and that is that. We blame Andrew Jackson for saying "To the victor belongs the spoils." Then, years later, we applaud Theodore Roosevelt for putting out of office civil-service men who took an active part in politics, and now we have a new Roosevelt who is giving the nation a new deal. Only the man with a poet's imagination and a prophet's vision can tell the kind of political mix-up we will have during the next few years.

Willard E. Givens and his associates of the Oakland Schools were given an interesting write-up in the December, 1933, *N.E.A. Journal* on "Home School Leaflets," presenting the following objectives in education for children:

1. A healthy body and mind.
2. A thorough education in the fundamentals.
3. Sufficient knowledge and skill to earn a good living.
4. Training for wholesome and happy home life.
5. Training for active, useful citizenship.
6. The development of appreciations and interests which lead to a wise use of time.
7. A character that is trusted and admired.

Superintendent Hughes Re-elected.—Charles C. Hughes of Sacramento has been reëlected for another four-year term. Superintendent Hughes has attained a national reputation as an economical and progressive administrator. He has had vision in locating school sites and purchasing school property in such a way as to save many thousands of dollars of the taxpayers' money. He has also succeeded in maintaining a fine up-to-date teaching force, including deputies and supervisors.

Text Books Are a Necessity.—School boards that hope to further economize should realize that "overhead" does not directly educate the boys and girls. Salaries for clerks, costs for janitors, transportation, school busses, insurance, etc., do not educate. It is the money spent for trained, experienced educators and text books that really counts, hence the standard of education may be raised by spending more for education and less for overhead.—*Lewis County (Wash.) Board for Reviewing Budgets.*

S. H. Thompson, superintendent of the Whittier grammar schools, is bringing about this next semester a reorganization of the curriculum of his intermediate school, the John Muir, Classes will be organized with social studies as the basis, and the suggestions of the new seventh and eighth grade Los Angeles County course of study will be followed in great detail. There will be certain drill subjects, such as arithmetic, continued in regular classes as in the past.

January number will contain source material for Washington and Lincoln Birthday celebrations

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VOL. XXXIX, No. 12 | SAN FRANCISCO, DECEMBER, 1933 | PRICE 15 CENTS

THE LIBRARY IN THE NEW SOCIAL ORDER

BY JASMINE BRITTON
President, California Library Association

CALIFORNIA LIBRARY ASSOCIATION
OFFICERS, 1933–1934

PRESIDENT—Jasmine Britton, City School Library, Los Angeles.
VICE PRESIDENT—Bessie B. Silverthorn, Stanislaus County Free Library, Modesto.
SECRETARY–TREASURER—Mrs. Hazel G. Leeper, P.O. Box 84, Santa Monica.

AT THIS MOMENT, tax-supported institutions are being critically evaluated. Conditions have never been more serious for the continued maintenance of libraries. But a great crisis such as this is also a great opportunity. It calls for a well-considered plan, a plan on which we unite and work together. It calls for library leadership in every community of the state. For the coming year there are three major factors which will command the clear thinking, purposeful action and fortitude of all loyal librarians convinced of the power of books.

The first consideration of each librarian in each community is to enlist the active interest of leading citizens in libraries. People who are accustomed to accomplishing things are those to aid us now. It may be that this interest has been taken for granted heretofore, but it is now time to use it in establishing a wider understanding of the library's contribution to the constructive life of the community. For this purpose, a resolution was passed at the last annual meeting proposing a committee to organize a state-wide library council of representative citizens.

The second factor is to make vigorous and intelligent use of publicity; to stimulate a favorable attitude toward the library. Accurate information should be provided, and effectively presented, on the varied types of service which the library offers. To this end a public relations committee has been appointed to develop and extend this highly important field. It will be their main responsibility to aid the library council of representative citizens; to adequately present, through the press, radio, and other agencies a better understanding of libraries throughout the state; and to make readily available for librarians new ideas and the valuable experiences of others.

The third factor essential to the whole plan is the morale which librarians themselves maintain. Retrenchments have been exacted, salaries have been cut, yet progress in the use of libraries continues unabated. Every true librarian, despite the difficulties involved, cannot help but feel in these times the deep satisfaction that comes with the knowledge that one's daily work is something more than a means of securing one's daily bread—that it is an indispensable and increasing factor in the maintaining of social and individual sanity. The librarian realizes as no other public servant can the demand for knowledge on one hand and the need of an escape from reality on the other—that economic misfortune has pushed to the surface. The librarian supplies both demands and as a result sees untold numbers of fellow humans enlightened, strengthened, and comforted. In such work there is indeed exceeding satisfaction.

It is a testing time for libraries, yet we have effectively met adversity before this. We are convinced of the value and integrity of the library in the good life of the community, and that the coming year will show advancement in the library profession in California.

Citizens' Library Council

The purpose of the Citizens' Library Council has been clearly stated by the chairman, Mabel Gillis, California State Librarian:

The Citizens' Library Council of California consists of a number of well-known citizens of the state who believe that even during a depression—or especially during a depression—the essential services of libraries should be preserved.

This belief is based on the fact that the use of libraries has increased tremendously during the past two years. In California fifty-four million books were circulated by the city libraries, the county libraries, and the state library in 1932, a 31 per cent increase over the circulation of two years before. These books were not all for recreational purposes; on the contrary, the greatest increase was in the call for books for study—for improving knowledge of the work in which the reader was engaged, in learning something different in order to enter new fields of livelihood, in endeavoring to understand world conditions. However, even the aid given by so-called recreational books during seasons of widespread unemployment is incalculable. They give comfort and encouragement, and certainly help to maintain morale.

Libraries have never been extravagantly supported. Therefore, when other public agencies are able to cut off what might be termed luxuries, the libraries, in making proportionate cuts, must curtail services. Perhaps, in good times, libraries give too many services. If that is so, practically all services which might be called "extra" have already been eliminated by reductions libraries have met in the past two years. Now the service the library can give must be maintained on account of the increased demand both for circulation of books and for reading-room facilities; it must be maintained for the assistance it can be in an economic crisis like the present; it must be maintained for the fundamental value of libraries at all times—to the business man, to the child, to the adult man or woman continuing education in all lines.

The members of the Citizens' Library Council sponsor publicity in regard to library service, its value and the necessity of its support. This publicity may be in some cases prepared by the council member; in others it will be provided by the California Library Association (the Citizens' Library Council committee and the publicity committee coöperating). Council members are willing to say a good word for libraries on every

possible occasion—in small gatherings, in large meetings when called upon to do so, and sometimes over the radio.

The council will not be asked to enter into local controversies or to help solve local problems. The whole idea is to create a widespread feeling for the preservation of libraries, based on correct information as to their service and sound judgment as to their conduct and support.

New Committees and Purposes

A new committee was set up at the last annual meeting to coördinate the relations between libraries and schools, with Miss Helen E. Vogelson, Los Angeles County librarian, as chairman. The accompanying statement of the committee will furnish an indication of the method of approach to the problem and the objective in view:

"In a recent survey of current methods of coöperation between the public library and the public school, prepared by Miss Lucy Ann Babcock for her master's degree, Library School, University of Illinois, Miss Babcock reports that she found thirty-five types of methods comprising coöperation between the library, the pupil, the teachers, and the school as a whole. She reports also that local conditions depending on the organization of administrative agencies which direct the library and the school, cause of necessity a great variation in the details of conducting any kind of coöperative services.

"In California, where many municipal libraries and all county libraries play a very large part in library service to schools, there is undoubtedly a closer feeling of coöperation between teachers and librarians and less variation in the type of service given to the schools than in any other state. But who of us does not believe in progressive development and the possibility of finding better ways to do things? Many big problems are being presented to administrators of both libraries and schools, due to changing trends in methods of teaching which call for more material and the use of a greater variety of material, also the necessary discarding of old information for later information.

"A library is becoming the intellectual spring of every school, and the public library's capacity to meet the demand of both school and community interests naturally rests upon its financial resources. The new economic necessity which all public institutions face makes it practically imperative that the public school and the public library should now unite in meeting more effectively their common final aim, 'the ideal education of the individual—the fitting of the child for life.'

"The objective of this committee, composed of school and library representatives, may worthily be to carry on a study of the interrelations of schools and libraries, the kind of school library service expected from the public library and how this service can be financed."

We also note with satisfaction the establishment of a new section on library work with boys and girls in and out of school. We have every reason to expect from them growth unhampered by established precedents. At the same time the committee on relationships between libraries and schools will study and attempt to clarify some of the administrative problems which arise in this field of library endeavor. We encourage the initiative of the junior librarians eager to make their contribution to the profession. We welcome their youth, vision, and high courage.

The absolute indispensability of adequately supported libraries has been universally recognized by thoughtful people in every community. The quotations given below are characteristic of expressions appearing daily in the public press and in the writings and speeches of our foremost citizens.

Byproduct of Hard Times.—A byproduct of hard times is the discovery, or the rediscovery, of the public libraries by their owners, the people. Never before have the libraries been so popular as they are now. All of them report increases of demand for their services, some as high as 50 per cent. . . . Professor Beard has pointed out that this economic crisis differs from others in that it leads men and women to serious thinking. Raymond B. Fosdick suggests that it may mark a new Renaissance, a new revival of learning. The libraries have abundant evidence of the truth of these observations.—*New York Times, June 12, 1932.*

In California.—California libraries have felt this increased call for their services and the strain on their resources. Everywhere more readers and a greater use of the reference service and of the books available for home reading have been evident. This great increase, mainly due to unmployment not only in the laboring but in the "white-collar" classes, has not been merely in recreational reading, though this does offer the easiest and cheapest avenue of escape from personal depression, but in efforts to spend the time in general self-education.—*Statement issued by the California Library Association, 1932.*

Cutting Down on Salt.—Dorothy Canfield Fisher: Suppose a family's budget for food looked like this:

Meat, per month	$12.00
Milk, per month	5.00
Groceries, per month	35.00
Salt, per month	.10

What would you think of the brains of the head of the house if he said, "Strict economy being necessary, let us cut down on salt?" But to cut down on the relatively tiny amounts a community spends on its public library service is to cut down on the intellectual salt which gives savor to most of life; which brings out the flavor and the meaning of many of life's happenings; which, especially in times of material hardship and privation, can do more than any other one factor to make life palatable. Don't cut the salt out of our budget!

It has been declared repeatedly by economic historians, basing their thoughts on past experiences, that out of every era of declining business the public emerges better educated on fundamentals of government and trade. In modern times this circumstance unquestionably is explainable in greater measure by the enlarged library service rendered interested and thoughtful citizens.—*Seattle (Wash.) Times, June 18, 1932.*

Neither the facilities offered by the schools nor the percentage of the population which goes to college has nearly so much to do with the intelligence of a people as the eagerness they show in using the privilege of their libraries.—*Cincinnati (Ohio) Enquirer, November 23, 1932.*

One significant splendor of hope breaks upon the present darkness of decreases, deficits, and depressions. It is the service and success of public libraries, the only public institutions which show phenomenal increases in every phase of their work. . . . The people are trying to re-orient themselves to understand better the business of living. They may not be able to label what they are seeking, whether it is religion or philosophy, but they are trying to find a satisfying, reasonable, equitable, and hopeful manner of living in which society shall coöperate to the utmost for the welfare of the individual.—*Christian Advocate, July 21, 1932.*

At present extraordinary demands are made upon the public libraries by those in enforced leisure. But undoubtedly a greater planned leisure is to follow, and the public library will be an increasingly important and necessary institution in our social and economic order.—*John H. Finley, New York.*

Real vs. Bogus Economy.—We could dismantle every federal bureau and stop every civil function of the federal government —with the exception of construction, relief, loans for shipbuilding and the federal farm board—and still reduce the federal budget only 8 per cent. The complete cost of the legislative, judicial, and executive activities of the federal government absorbs less than two-thirds of 1 per cent of the total federal budget. Almost three-fourths of the expenditures of the federal government are absorbed by our military costs and obligations growing out of past wars.

It simply is not the scientific, social, and educational services of the nation that create the real tax burden that bends the American back. And yet, throughout the nation, we are trying

to balance budgets by cutting the heart out of the only things that make government a creative social agency in this complicated world. We slash scientific bureaus. We trim down our support of social services and regulatory bureaus. We squeeze education. We fire visiting nurses. We starve libraries. We drastically reduce hospital staffs. And we call this economy and actually think we are intelligent in calling it that.

Real economy waits upon far-sighted statesmanship that will effect deep-going local, state, and national as well as international reforms. Indiscriminate budget slashing may set us back socially for a generation. Now is the time for all administrators of public services to search their programs for every possible readjustment towards simplification that will reduce costs without reducing the quality of essential service, and, with that done, to fight manfully to draw the distinction between real and bogus economy in public services.—*Glenn Frank, Wisconsin Journal of Education, September, 1932.*

Saving Sanely.—Throughout the country there is an effort being made toward readjustments in meeting changed economic conditions. To no group is it more important to find a satisfactory adjustment than to parents, because they have the responsibility for the life and well-being of children. We are forced to consider the child as subject to all the influences of his environment. Which influences affect him vitally in home, school, and community?

The community that provides good libraries and recreational facilities must see in them such certain values that it will not permit their lessened service.

As parents, few of us know what real effort means in securing the proper environment for children. We have not even learned to appreciate what schools and libraries and playgrounds have done for the health, the culture, the social training and the enjoyment of life. We have not had to painfully cut and hew the timbers for school buildings, nor walk ten miles to get a book, nor yet to miss the joy of social life in wholesome recreation. Have these modern advantages been taken too lightly, or are we at last aware of their significance?

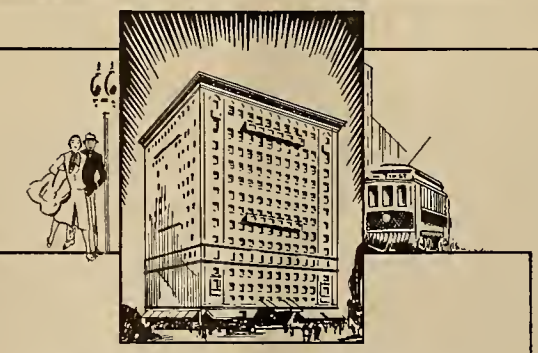
We are convinced that American parents today will sacrifice all else to preserve these essentials in health, mental stimulation, and moral strength. We are convinced that in our economic readjustments we will turn to homes, schools, parks, and libraries for the conservation of the opportunities afforded to make child life normal, happy, and wholesome.

We must do wise thinking; we must courageously face the issues and keep before the public the guideposts of our civilization. Any attempt to economize on the wrong things may endanger the health of children, may allow them to contact the evil forces of life because proper space and play are denied them. That type of economy will cost us greatly in loss of life and will force us to correct crime we might have prevented. Sacrifice if we must the trivialities which bring passing pleasure, but let us never relinquish the rights of childhood to the protection which is afforded by good libraries, spacious playgrounds, adequate schools, and kindly homes.—*Minnie B. Bradford, President, National Congress of Parents and Teachers.*

From these and similar expressions one might easily conclude that the future of the library is safe. But the cry for budgetary economy is still loud in the land, and, unless opposed by a vigorous, informed and widely based public opinion, libraries may suffer still further curtailments of monetary support and, needless to say, of the services they render in exchange.

It is to this policy of creating and maintaining throughout the State of California a public opinion opposed to further retrenchments, and in favor of such gradual and necessary extensions as the state of public funds allow, that the Citizens' Library Council and the public relations committee of the California Library Association must address themselves. They have all the arguments in their favor. Properly organized and intelligently directed, they cannot fail.

The 1934 annual meeting of the California Library Association will be held in Pasadena about the middle of April or the first week in May.



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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

SOUTHERN CALIFORNIA as a whole is devoting the week of December 18 to county and city institutes and to a two-day session in Los Angeles of the California Teachers' Association, Southern Section. This year there has to a great extent been a curtailment of institute features. In many counties fulfillment of institute requirements have been fulfilled by attendance at sectional meetings during the preceding months. Consequently, most counties will only hold a one-day session as a climax to the institute season. Instead of a week of institute as formerly scheduled, with ten sessions required, six sessions are required and on the remaining two days the various cities save money by not paying the teachers. In other words, they are curtailing institute requirements as a retrenchment measure.

This year there have been a far less number of Eastern educational leaders brought to this coast than has been the custom for more than fifteen years. Institute makers have called more upon local talent than formerly. Prominent citizens of the state, federal officials aligned with the functioning of the new scheme of government, officials of the State Department of Education, and local college professors have been used in the organization of institute programs.

If there is any one theme dominant in all discussions more than anything else, it is how the schools as a body can fit into the scheme of government that the United States government, under the leadership of President Roosevelt, is trying to develop.

M. H. WOODY, secured by C. F. Mercer, district superintendent of the Lynwood schools, for the principalship of the Woodrow Wilson School, is a graduate of the University of Arizona in the class of 1924. In 1932 Mr. Woody received master's degree from the University of Southern California in the field of nature study. Previous positions held by Mr. Woody include that of physical education and agriculture in Tucson high school and a supervisorship in nature study and agriculture in the Sonoma County schools.

FRANK M. WRIGHT, district superintendent of the El Monte grammar schools, in order to bring about a closer appreciation and knowledge of school problems between school and parent, is having a series of conferences by grades of teachers and the parents of the children they teach. The parents of the children of each grade meet in the regular classrooms with the teachers of the grade, and these teachers explain the theory and method of what they are trying to do with the parents' children. Mr. Wright feels that this will bring about a closer coöperation of community with school. Mr. Wright has also started a merit system that has cut misdemeanors 80 per cent.

MRS. J. F. HOADLEY of Perris is president of the Parent–Teachers Association of the Twenty-third District. Mrs. Hoadley is the wife of J. F. Hoadley, principal of the Perris grammar school. Mrs. Hoadley is a talented musician, has been a teacher, and is thoroughly acquainted with the problems that the P.T.A. has to solve in collaboration with the schools. Mr. Hoadley has been in charge at Perris for more than ten years and is becoming one of the pioneer educators in Riverside County.

JOHN W. MCGINNIS, district superintendent of the Briggs schools, Ventura County, is holding to the fundamentals as in the past. Much interest this year is being created in the manual arts classes who have as a project the making of a "Plaque," for which the Ventura County P.T.A. have offered prizes. Mr. McGinnis's pupils are constructing these plaques of four kinds of wood and three metals. A rather unusual class is that of the eighth grade, under Miss Harriet Weaver, in which are five girls and seventeen boys—a proportion that is usually reversed. At Olivelands—the district's other school—the main project is the development of a park and a hillside amphitheater in a setting of more than ordinary beauty.

MR. TAYLOR, district superintendent of the Indio grammar school, has charge of a fine school in one of the most interesting geographical regions in the United States. Mr. Taylor makes use of this fact in the development of his school program.

R. E. GREEN, district superintendent of the Fullerton grammar schools, is continuously approving the use of the more modern methods of instruction by his teachers. Under Miss Nell Housley, eighth grade arithmetic teacher of the intermediate school, he has seen the development of a unit of work in arithmetic of unusual value. Mis Housley has based the whole of the eighth grade arithmetic around an activity concerned with building a house. The work programmed provides for the building of a house to scale by the class as a whole. Upon this piece of work each pupil keeps a detailed work-book of computations and drawings of all of the various things that have to be considered in the building of a house, such as the purchase of the lot, the down payment, putting money in escrow, the deed; assessments for such improvements as pavements, sidewalks, sewer and water; the plans for the house—the building of the foundation, the walls, flooring, plastering, windows, furnishings, etc.; painting; insurance; landscaping of the grounds; purchase of shrubs and plants. Miss Housley finds, by taking up these various problems that come with the construction of a home, that she can bring in the whole of the subject content required of eighth grade arithmetic students. In addition, to make the problem more real, business men come in to explain such things as insurance, deeds, escrow, the need for support of city improvements, house planning, etc. In this way Miss Housley makes the year's arithmetic program a real lifelike situation.

BULLETIN 199, of November, 1933, of the Riverside Public Library, issued by Charles F. Woods, director of the Riverside Library service school, gives a full and comprehensive view of the year course and summer session course offered by the school. Tuition charges are nominal, and students fulfilling the requirements of the school are accredited by the California State Department of Education. Persons interested in taking the courses should write for the bulletin and for further information should address Director Woods personally.

H. O. ENSIGN, who has been Superintendent of the Newport Beach grammar schools for the past fourteen years, has just signed a new contract for four years. Under consideration now is the proposal for a bond issue, with the money, if voted, to be used for a new building. Considerable damage was done to the schools at Newport Beach in the March earthquake.

THE California Citizens' Educational Association, under the guidance of Boyd Comstock, executive secretary, is starting to function as one of the defenders of public education in California. Already there has been a good response in the membership drive from trustees and administrators of Los Angeles County. Other sections of the state have promised support.

Mr. Comstock, in a bulletin of the date of November 22, 1933, quotes from the State Chamber of Commerce report to show the active need for the support of an organization such as the Citizens' Educational Association. Mr. Comstock states, commenting upon the State Chamber of Commerce report: "I resent their attack upon the county superintendents. I do not like the inference that all administrators and teachers are

public enemies and parasites." Mr. Comstock calls for the completion of the organization before the primaries, in order that candidates to the Legislature should know the facts, as well as legislators already in office.

At Ventura Superintendent E. L. Van Dellen is superintending the expenditure of some $20,000 for the strengthening of the Washington elementary school against earthquake shock. The 500 pupils of this school are partitioned out among the other schools of the city. Duncan E. Clark, previously employed by the Ventura schools as head of the department of testing, has had his duties enlarged to include all curriculum work in the system. Edward Theodore Ruenitz, last year of the commerce department of the Glendale Junior College, has been appointed to the vice principalship of the Ventura Junior College. Also, Miss Lillian F. Bidwell, last year in the English department of the Glendale High School, has been appointed dean of girls of the Ventura Junior High School.

To those who have been traveling the coast highway between Los Angeles and San Diego these seven to nine years, one of the marvels of the times has been to view the establishment and growth of San Clemente, the Spanish Village. San Clemente lies some eight miles south of the old Mission San Juan de Capistrano and is an area of several thousand acres running from the ocean up across the El Camino Real to the hills behind, with the surrounding acreage that of the great Rancho Santa Margarita. It is a subdivision sponsored by Ole Hansen, former Mayor of Seattle, and now a pioneer Los Angeles real estate promoter.

It is not often that an idea is conceived and carried out consistently through the years. San Clemente was planned to be a Spanish village in architecture. The first buildings of every type were so planned and have continued to be so planned so that everywhere you view white stucco walls, red tile roofs, patios, red and blue shuttered windows, green shrubbery, palms, tile walks, red geraniums, and in the vista the water of the Pacific Ocean.

In keeping with the plan, the real estate company built a model school building of Spanish architecture and presented it to the community. This building is most attractive, as on one side it faces a beautiful well-kept park, while on the other side the playground faces the ocean waters. The school contains five classrooms and has an artistically designed auditorium with stage. The corridors with their tile floors, the pleasant classrooms, the lawns and tile walks, the palm trees and flowers all give a wonderful school atmosphere.

In charge of this school is Floyd Lindsley, who is in his second year as head of the school. Mr. Lindsley is a University of Wisconsin graduate of the year 1916. For fourteen years he was in school work in various capacities in Wisconsin high schools before coming to California. In California he was principal at Barstow for two years, and then moved into the San Diego city school system. He left the San Diego schools to accept the San Clemente principalship.

Fred M. Tonge, director of curriculum for the National City grammar school under Superintendent Ben H. Gibbon, was promoted to the superintendency of National City when Mr. Gibbon accepted the superintendency of the Alhambra schools, this last July. Mr. Tonge comes to his new position well trained and well informed as to its problems. For three years previous he has been holding the position of assistant superintendent and director of curriculum, and under his guidance a progressive educational program has been planned and executed. Mr. Tonge is a graduate of San Jose State Teachers' College and Stanford University. Before coming to National City he had seven years' experience in the towns of Reedley, San Luis Obispo, and Eureka. The problem immediately confronting Mr. Tonge is the great increase in pupil enrollment, with 1252 registered. It is now 12 per cent over that of the same period of last year and 8 per cent over the peak load of last year. One extra teacher has had to be hired already. Several new teachers have been added to the system. A special art teacher has been secured in Alice Hastings, a graduate of University of California with an A.B. and from Mills College in art. This is Miss Hastings' first year of teaching. Three other teachers are taking the places of teachers on leave of absence. James Lane, from U.S.C., is handling fifth and sixth grade Mexican children, Miss Annetta James has a fourth grade, and Miss Pansy Gannon has been placed in a third grade.

C. Addison Van Loenen this year was promoted to the district superintendency of the Laguna Beach grammar schools. He comes to his position well versed in the problems of the school and community, as he has been teaching in the same school since his graduation from the University of Redlands in 1927. At present he is working for his master's degree in education from the University of Southern California. The enrollment of the school is in the neighborhood of three hundred pupils, with thirteen teachers in charge. An activity program is being stressed with emphasis upon unit work. The citizens of the community have already voted the foundation of a high-school district. High-school pupils are now transported to Tustin, almost twenty miles distant. The plan is to have a bond issue and construct a high-school building. If that is not accomplished by next September, there is a probability that the high school may be opened in quarters in the grammar school plant.

Principal Benner and his crew

W. A. Benner, principal of the Emerson School in Oakland, has always been interested in rowing as a sport for children. The physical education department has furthered this sport through the elementary schools holding a regatta yearly. Lovely Lake Merritt in the heart of the city is the inspiration of and the reason for the development of rowing. Mr. Benner was interested in the sport and had within his own school competing crews before the inter-school competition was established by the Physical Education Department.

In 1926 one of Mr. Benner's girls' crews established a record of 100 yards in 42⅖ seconds, which still stands as the Oakland city record, as it has not been equaled or beaten since.

Mr. Benner goes out himself with a crew of new girls each year, giving them their first training. This year Emerson School won first, second, and third championships.

Mr. Benner believes that crew training is one of the finest forms of athletics for children, for both physical development and character training. There is a lovely spirit of confidence and response among the children to his own kindliness, and a sense of good sportsmanship prevails throughout the school.

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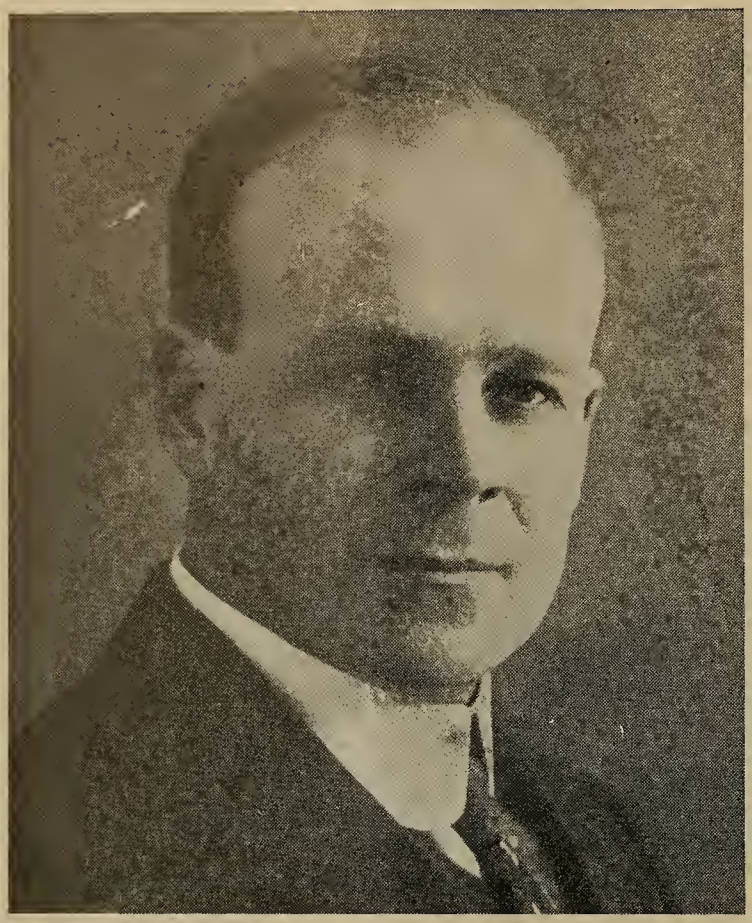
Published monthly. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.



Will C. Wood, host of the California Schoolmasters' Dinner, Roster of 1908

CALIFORNIA SCHOOLMASTERS' CLUB DINNER

HONORABLE WILL C. WOOD, vice president of the Bank of America, Oakland, and ex-State Superintendent of Public Instruction, was host to the 1908 members of the Schoolmasters' Club on Saturday evening, December 9. The dinner was given in the St. Germain Restaurant, 60 Ellis Street, San Francisco. The restaurant preserves much of the environment, style, and bohemian atmosphere of the days before the fire of 1906. The dinner was a great success.

Mr. Wood in a graceful speech gave Mr. Frederick H. Meyer of the School of Arts and Crafts credit for initiating the idea and spoke of the human side of the schoolmaster. There was a friendliness and a spirit of genuine good feeling that characterized the entire evening. Edwin Markham, the dean of American poets and formerly a California schoolmaster, crowded into his speech wit, humor, pathos, pedagogy, philosophy, psychoanalysis, religion, economics, poetry, and science. It was a great speech. Harr Wagner acted as toastmaster. He introduced each one of the guests by name and position without any prompting. Doctor Jenkins of Stanford University was brilliant in his wit and philosophy. Allison Ware of Chico was eloquent in expressing the appreciation of the guests to Mr. Wood for bringing them together and awakening the golden memories of the past. John D. Sweeney, th eschoolmaster and historian of Red Bluff, read the following original poem written for the occasion:

THE BOYS OF YORE

Into our lives you glide today,
  Ye boys that we knew so long, long ago;
And we hear you joke in that same old way
  As down through the years we go.

Again we hark back to those old, old days,
  When we were young and gay, not sad;
Back where there were good old ways,
  As we worked and loved in the fear of God.

Burk and Cox, McClymonds and Ware,
  Dailey and Dunbar, Frick and Barr;
With Linscott and Jordan—all were there,
  And Wilson, Jenkins, Mark and Harr.

Childs and Heaton, Kirk and Way,
  Osenbaugh, Lyser Lange, and Cohn;
Morton, Barker, Brown; yes, say,
  Mead, James, Scott, Lee and Stone.

Swett and Boone, Van Liew—a host,
  Pond and Gulick, Shearer and Cave;
Each laboring for all, not counting the cost—
  Ah! noble souls, few were as brave.

Most of them now are old and gray,
  Have lived life's dream as brave men would,
Have walked with honor along the way,
  Have won all the glory that makes life good.

And some have gone to that Glory Land
  Where shines undimmed the Light of Day;
Others upon the borders now stand
  Awaiting the call we must all obey.

Dear Boys, one and all, though school days be done,
  And youth, sweet youth, is a thing long past,
Yet ever we'll see you on youth's feet run,
  As long as this life to us shall last.

And when the Great Teacher shall call all home,
  And we shall respond to that final call,
And enter that realm, not thence to roam,
  May God bring us together then, one and all.

Cecil W. Mark led the singing of the old songs and Fred T. Moore entertained the group with a fine solo. The following guests were present: L. E. Armstrong, A. C. Barker, C. L. Biedenbach, M. E. Blanchard, E. L. Cave, G. H. Chilcote, W. B. Clark, S. H. Cohn, J. B. Davidson, W. H. DeBell, J. S. Drew, Richard D. Faulkner, James Ferguson, George Furbush, C. F. Gulick, I. C. Hatch, W. T. Helms, C. E. Hudspeth, E. O. James, O. P. Jenkins, D. R. Jones, C. E. Keyes, Fred H. Kruse, C. W. Mark, D. E. Martin, S. P. Meads, George A. Merrill, Frederick H. Meyer, Paul J. Mohr, Fred T. Moore, Walter H. Nichols, C. E. Rugh, Alexander Sheriffs, S. C. Smith, J. D. Sweeney, P. T. Tompkins, A. G. Van Gorder, Allison Ware, F. A. Wagner, Harr Wagner, Will C. Wood, Edwin Markham.

Reproduction of the photographs of the busts of Edwin Markham and Doctor David Starr Jordan. The busts were made by the well-known sculptress, Gertrude Boyle Kanno. The members of the Schoolmasters' Club, roster of 1908, at their meeting December 9, passed unanimously a recommendation that the Golden Gate Park Commission purchase the bust of Edwin Markham and place the same in some suitable place in Golden Gate Park. Gertrude Boyle Kanno has recently finished a bust of Einstein. Among her most notable achievements are busts of Joaquin Miller, John Muir, Luther Burbank, and William Keith.

LIBRARY PRACTICES IN LOS ANGELES[1]

By JASMINE BRITTON
Supervising Librarian, Public Schools, Los Angeles, California

Jasmine Britton

In the modern school where learning is an active mental process, not merely the absorption of factual information from a single textbook, a rich collection of books must be available in order to stimulate mental curiosity and constructive thought. The Los Angeles City School Library is the center for books sent to the 297 elementary schools of the school district. Each teacher may request books to supplement the state textbooks, to enrich the study of a special unit, and to encourage recreational reading. These books may be retained for the entire year or may be exchanged as often as the teacher wishes. Weekly deliveries from the central library to each school insure a suitable collection for each classroom, varied according to the needs of the class at the time.

In addition to the classroom collections a number of schools have special library rooms. The principals feel that the library is so essential that money is raised by the school for the permanent school collection. The state school law requires that a minimum of forty cents per child be expended for books by the school district. This is done by the City School Library and the carefully chosen books from the central collection form the nucleus of the school's individual library. To increase the number of books available, the schools appropriate from ten to two hundred dollars a year from their own funds. In some cases this is raised at a May festival or through the parent-teacher association. The central library buys the books for the school collections and gives help in regard to selection and care of books.

Informal atmosphere—The arrangement of the library rooms is informal and inviting.[2] Bookcases, painted grey or soft green, bright curtains, tables large and small, rocking chairs, gay foreign prints, and posters made by the children themselves, make each library individual. When the library of the Thirty-sixth Street School was planned, the art teacher asked the sixth-grade boys who were studying mural decoration to work out a design for the library windows. They chose a vine motif to symbolize the qualities of continuous growth and beautiful spirit found in the room. The design was painted on the casing of the arched windows. The furnishings include file cases for pictures, stereographs and catalog cards, exhibit cases for special treasures, a globe, and pictorial maps.

Daily use of books creates an interest in reading and develops skill in finding information. In the Thirty-sixth Street School, all of the 750 children are scheduled for regular periods in the library. The kindergarten and first- and second-grade children hear stories and look at the picture books. The other classes, from the third through the sixth grades, are scheduled for one or more library periods each week.

Expanding Interests. — Often an interest awakened in the library grows into an important activity.[3] After the teacher had read "Poppy Seed Cakes" to a first-grade class, the children wanted to bake some cakes themselves. They learned to read the recipe; they baked the cakes and served them at a party where the charming story was told to a new audience. The fourth grade was captivated by the story of "The Whins on Knockattan." "Oh the whins, the whins under which the leprechaun hid! The whins that the village men planned to burn down! The whins that the fairies protected! No village council on Clady Stream could destroy the whins when the fairies choose to protect them." Thrills of delight ran through the class. A practical child asked the librarian for the address of a seedsman in London, and soon whins grew in the school window box. Children went to the branch libraries for the book, and several saved money to buy copies for themselves. One little girl made a puppet leprechaun, while a boy wrote a thousand-word story, involving the leprechaun in new situations and naïvely weaving himself into the story.

Enriching Experiences.—Many classes have found that the formation of a library is an absorbing unit of work.[4] In addition to improvement in reading, other desirable outcomes are achieved. The experience of one second-grade class in the Soto Street School is typical of many other foreign groups.

In September the tests given to the thirty-five children entering the second grade showed that one-third of the entire class was far below grade in reading ability. The ability of the class as a whole was the first through the third grades. Since the children came from Mexican and Russian homes where little English was spoken, the teacher realized that the children's experiences had to be enriched and that a desire to read had to be stimulated. The children themselves discussed what was to be learned during the year and decided that reading was the most important subject. They suggested making a library, and appointed committees, each with a chairman, to make the furniture and put the library in order. The boys made bookshelves and seats from orange boxes and painted them green and black. The girls made chintz cushions for the seats. Profitable experiences in oral English grew out of the planning and organization of the work. On one or two occasions the janitor was asked for help, but most of the work was done by the children themselves. Stories from worn primers, first and second readers, were made into little books. Titles were lettered and pictures pasted on the covers; book pockets and book cards like those in the branch library were put into each book.

A period was set aside for free reading each morning, and throughout the day, whenever the children had finished their work, they went to the little library to read. The books were taken home at night also, and at the end of eleven weeks the pupils were getting genuine enjoyment from reading. Just before the Christmas holidays another test was given. Those who had read the most books made the highest scores. Those who had read little showed no measurable progress. The correlation between the amount of reading and the scores was so obvious that the children could see the results clearly.

The unit of work was a success in several ways. It was interesting and profitable to the children. Because the little books were different grade levels, they provided for individual differences and gave opportunity for progress from the easy to the more difficult. In addition to reading experience, the children gained practise in English expression and handiwork. This handiwork lasted only a short time, but group discussion of what the children liked in their reading, and individual reports for the teacher's record, extended through the term. The children continued to be interested in their reading progress when they went into

A scene from a Los Angeles City Library reading-room

Browsing in a Los Angeles City Library reading-room

the next grade. The third-grade teacher reported that the class had a better mastery of the mechanics of reading than any previous class and that there was a greater appreciation of content as a result.

Gifted Pupils.—In the classes for gifted children under the direction of teachers skilled in enriching the course of study, the boys and girls explored far beyond the limits of the formal assignments.[5] In one room, the children's interests led them to ask for books for class use on clocks, Italian art, cathedrals, rocks and minerals, poetry written by children, Alaska and the La Brea tarpits. Here each child's spontaneous interests led into individual fields of investigation, demanding a wide variety of books for daily consultation in the classroom.

Slow-Learning Pupils.—Equally challenging are the groups of subnormal children taught in the development centers.[6] These boys and girls of 50 to 75 I. Q. do not develop mentally beyond the twelve-year level of intelligence and many of them never voluntarily read books. Their greatest efficiency is in work of a vocational character, and in order to hold their attention books simple in vocabulary but mature in content are needed. Girls who are weaving may find pleasure in the tales of the Navajo and Persian craftsmen in "Weavers and Other Workers" (Hall), while the story of the secret of Della Robbia's glaze in "The Goldsmith of Florence" (Gibson) is an inspiration to the makers of pottery. In many cases a picture book like "Angus and the Ducks (Flack) or "Pelle's New Suit" (Beskow) has served as a spark to kindle the desire to read which has been dormant through the years that the children have been in school.

In the Norfolk Street School, which is especially for slow children, each group of about fifteen pupils has a scheduled period to spend in the library. If a teacher wishes to take books from the library to her classroom, she sends a record to the library teacher. When she returns them to the library, the older boys arrange them by number and author on the shelves. At Christmas time this group of boys made a fireplace. They built it in the library and painted a round table to stand near it. The backs of the chairs were covered with cretonne and the library became a delightful place for reading. Interest in reading for pleasure has increased, and simple research develops in unexpected ways. Repeatedly, pupils with a problem to solve in the making of boats or airplanes return to the library to ask for some book they have seen. Many books were consulted for the costuming of flowers, insects, and birds in the school operetta. The teachers are convinced that habits of reading for pleasure can be cultivated in pupils of low intelligence if they have an opportunity to use a library in which the books are simple in vocabulary and on subjects of interest to older children.

Conclusion. — The constant use of many books is a necessity in the activity program, but it does more than integrate subjectmatter by vitalizing the study of the social sciences. It encourages independent research and supplies individual needs; it cultivates discrimination and good taste in reading and creates an enthusiasm for one of the most satisfying life experiences.

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[1] This article was prepared with the assistance of a number of the principals and teachers of the Los Angeles City School System.

[2] Statement by a group of teachers at the Thirty-sixth Street School.

[3] Statement by Thirty-sixth Street School.

[4] Statement by Soto Street School.

[5] Statement by Carthay Center School.

[6] Statement by Lucile C. Errickson, principal, Norfolk Street School.

—*Taken from the National Elementary Principals' Twelfth Year Book, Volume 12, No. 5, June, 1933, entitled "Elementary School Libraries."*

HELEN HEFFERNAN, Division of Elementary Education and Rural Schools, held a series of conferences in San Francisco, Fairmont Hotel, December 9, and will hold another conference at Los Angeles, Hotel Biltmore, December 28 and 29. Superintendent Kersey will be one of the principal speakers. These conferences are of great value at the present time. Proper supervision is recognized as the most important part of educational leadership.

THE N.E.A. PROGRAM at Cleveland, Ohio, February 23 to March 1, promises to be an unusual meeting. The program has a great appeal and the arrangements for school supply exhibits are very attractive.

NOW ROUSE, AMERICA

BY BEN FIELD

Stand straight along the atrophied Atlantic,
Throw back the shoulders of the Middle West,
Where the Rocky Mountains tower let their summits click
Against the winking stars—time to break our rest!

The ladders under the orange trees of California
Are hidden in the weeds. Mount Wilson scans the skies
And peers a million miles, but California
Calls loudly on her industries to arise.

Stand straight and grasp the Golden Rule, a song!
Mix with our common clay a love of man,
Breathe in so much of good there'll be no wrong—
Now Rouse, America, Prosperity is God's plan!

VAUGHN MACCAUGHEY, editor of *The Sierra Educational News,* and one of the most popular speakers in California on cultural subjects, has been speaking recently for the University of California Radio Service on "The Nature Background of Study." Among the interesting things he says is the following:

"We Californians are particularly fortunate in the range and variety of our homeland. Few areas in America, or indeed in the whole world, are so diversified as is our California wonderland. From the Siskiyous to San Diego—from the Sierras to the sea—California is a titanic School of the Open Air; a University of the Out-of-Doors.

"Increasingly camping and outdoor life are becoming organized features of civilized existence. We return in vacation to forest and stream for the delights of the woodsy trail, for fisherman's luck, and for the tang of adventure.

"In human history character-training began eons ago. Our ancestors' traits were hewn from the bitter struggle for existence in a savage world. The pioneer was relentlessly educated during his conquest of a new continent—his exploration of the New World. He crossed illimitable plains—forded treacherous rivers—conquered hostile deserts—overcame grim mountain ranges—made the savage forest do his bidding.

"Longfellow, honoring the fiftieth birthday of the great naturalist, Louis Agassiz, wrote—

> And Nature, the old nurse, took
> The child upon her knee,
> Saying: "Here is a story book
> Thy Father has written for thee.

"Fortunate is the boy who has learned how to build a campfire, cook his own supper, prepare a good sleeping place, and sleep under the gorgeous canopy of the stars.

"Fortunate is the girl who has learned, by caring for a mother cat and her kittens or tending a window-box of tender seedlings, the ancient lessons of kindliness and patience."

CONVENTIONS were held in San Francisco, Oakland, Watsonville, Sacramento, Stockton, Fresno, and various other localities during the period of November 27, 28, and 29. The main theme of many of the talks was the economic depression and the need for more money for the schools.

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library

RECENT LIBRARY MEETINGS

Eighth-Ninth District, C. L. A.

By MISS MABEL R. GILLIS
State Librarian.

A rather unusual program was given for the Eighth-Ninth District of the California Library Association meeting at the State Teachers' College, Chico, on November 4. Miss Alice Anderson, librarian of the Teachers' College, had taken an old English motif for the day.

The morning meeting departed from the general theme while matters pertinent to librarianship were discussed. The guests were welcomed by A. J. Hamilton, president of the State Teachers' College, who expressed his appreciation of libraries in no uncertain terms. He voiced the thought that the library was more important to a college than almost anything else on the campus, humorously including the president and the faculty in his sweeping statements. Anne Bell Bailey, librarian of the Tehama County Library, gave an unusually stimulating talk on the value of membership in both the C. L. A. and the A. L. A.

In her report on the A. L. A. convention Mabel R. Gillis, State Librarian, stressed particularly the information that was given there on a work relief in adult education program in which librarians are vitally interested. Under certain conditions funds will be given for engaging unemployed librarians to carry out projects set up for adult education, particularly for the unemployed.

Miss Alice Anderson was elected nominator from this district and Ella Whittle alternate. Upon adjournment at noon the delegates made a tour of the administration building in which the morning meeting had been held, particularly to see the quarters which had formerly been occupied by the library. During this time the junior members had a meeting of their own under the chairmanship of Margaret Franson of Chico State Teachers' College library. About thirteen juniors gathered for a discussion of what they might do to help in the publicity program of the C. L. A.

Luncheon was held at Hotel Oaks. The old English atmosphere was given at the very beginning of the luncheon when four of the college students came in carrying high over their heads a boar's head while they sang "The Boar's Head" carol. The food, too, was in keeping with the theme of the day, as we realized when pastries and plum puddings were set before us.

A tour of the beautiful new college library was made especially interesting and enjoyable by the singing of old English descants in the browsing room and by medieval exhibits which had been lent by the Sutro Branch, California State Library. Chief of the exhibits were two bound manuscripts of monks' hymnals three feet high, with musical staff, Latin printing, and illumination all done by hand. These are bound in wooden covers which now show the effects of age.

The afternoon was occupied by an old English program consisting first of musical selections by a string quartet, followed by a soprano solo, "The Lass With the Delicate Air," sung by Venita Vaughn Elliott. Next the Arioso Singers, nine women beautifully trained, sang two old English songs. The last number on the program was a talk on "Ballads, Customs and Traditions" by Doctor Alva Park Taylor, who during his talk gave some readings of the ballads about which he spoke and at the end introduced some of the college boys as mummers, who presented "St George and the Dragon" in most entertaining style.

Miss Anderson had splendid coöperation from the faculty of the State Teachers' College, and the librarians felt especially indebted to Doctor Taylor not only for his readings but for arranging the musical program and taking part in the string quartet. The day added much to the appreciation of the librarians for old English themes.

Fifth District, C. L. A.

The meeting of the Fifth District, C. L. A., was held on Saturday, November 18. The morning session was held in the Women's Club building at Jackson, and at that time a cordial welcome was given by Senator A. L. Pierovich, followed by a business session. Mrs. Henrietta Eudey, Amador County Librarian, the president of the district, presided and called for a report on the proposed Citizens Library Council by Mabel R. Gillis, State Librarian. A brief report of the plans so far made was followed by a very complete account of the work of the public relations committee by Amy L. Boynton, librarian of Lodi Public Library, who is chairman. This report covered the publicity items prepared and sent to all libraries, as well as other means of reaching the public with library information such as the charts and graphs made and used by the Lodi Public Library. Grace Taylor, Sacramento City Librarian, made a report of the junior organization in the district and Dorothy Millspaugh, also of Sacramento City Library, made an excellent talk on membership in the C. L. A. Bessie B. Silverthorn, vice president of the C. L. A., gave a few words of greeting.

At the close of the morning session those present adjourned to the new county library building and all expressed their pleasure in the attractive and well-planned quarters. Luncheon was served at the National Hotel. Three of the county supervisors were present and were introduced, Dan Ramazzotti making a few remarks. During the luncheon a trio sang delightfully and a young lady charmed everyone by her grace and ability in playing the accordion.

After luncheon the delegates, about sixty in number, took cars for the Preston School of Industry, where, upon arrival, they were first interested by a review held in their honor by the cadets. The meeting convened in a large room in the school building. There O. H. Close, superintendent of the school, told of his interest in libraries and his appreciation of the library and the librarian in his institution. Mr. Close's sentiments have been very strongly borne out by his constant insistence upon support for his plan of library service for the boys under his care. Mrs. Maude E. Parker, the librarian, spoke a few words in regard to her work and invited all to visit the library at the close of the program.

Mrs. J. L. Sargent, a resident of Amador County for many years, gave a splendid talk on "The Mother Lode," during which she interspersed interesting stories and personal reminiscences, bringing very vividly before her audience the many phases of pioneer life. Bessie B. Silverthorn, who had taken part in the Hospital Libraries Round Table at the A. L. A. meeting at Chicago, gave a report of the discussion held at that time, stressing particularly the points brought out about the selection of books for sick people. Another talk on the A. L. A. in general was given by State Librarian Mabel R. Gillis, who spoke on "High Lights of the A. L. A."

During the afternoon meeting solos were given by one of the cadets and songs by a group of four cadets. This singing was greatly enjoyed by the visitors, as was evident from their hearty applause and demand for encores. These same cadets and a few others assisted Mrs. Parker, Mr. and Mrs. Close, and some of the teachers in serving tea in the library at the end of the meeting, after which the members of the association reluctantly left for home. They felt that they had had a most interesting, unique, and informative day in a county always noted for its charm of scenery and historical setting and the warmth of its hospitality.

Meeting of Library Association

The joint meeting of the Northern and Southern Sections of the California School Library Association was held at the Hotel Californian, Fresno, Saturday, October 28, and Sunday, October 29. The session began with a tea at the hotel Saturday afternoon, after which smaller groups were formed for committee meetings and round tables. Spirited discussion kept these meetings in session until time approached for the banquet, which was held at 7:30, also at the hotel. The speaker at this banquet was Mrs. Frances C. Sayers, now of Marin County and formerly a children's librarian and later a member of the American Library Association staff at Chicago. Her subject was "The Necessity of Books and Libraries as the Basis of the Modern School." In a witty and stimulating talk she noted some of the weaknesses of both our school and library systems and then stressed the importance of school libraries and the pleasure and benefits of reading.

Besides the sixty-five school librarians present, the guests included Doctor Hubert Phillips of the Fresno State Teachers' College and Mrs. Phillips; O. S. Hubbard, superintendent of Fresno City Schools, and Mrs. Hubbard; Vaughn MacCaughey, editor *Sierra Educational News;* C. F. Muney, representing the State Department of Education; Sarah E. McCardle, Fresno County Librarian; Mabel R. Gillis, State Librarian. Miss Margaret Girdner presided at the banquet and greetings were extended by Mr. Hubbard and the presidents of the two sections, Jewel Gardiner of the Northern Section and Elizabeth Neal of the Southern Section.

Sunday morning the meeting was held in the reading-room of the beautiful new library building at the Fresno State Teachers' College. After a cordial greeting from Doctor Phillips, who represented President Thomas, and a few words from Miss Gillis, State Librarian, the meeting heard reports of the round tables and committee conferences held the previous afternoon. Action was taken toward the affiliation of the school library association with the California Teachers' Association. Miss Hope

Potter, official delegate of the school librarians to the American Library Association, gave a very interesting report of the meeting in Chicago, particularly the sections on school libraries. At the close of the meeting the delegates were escorted through the building by the librarian, Miss Agnes Tobin, and her assistants. As the southern members had long distances to cover in order to be back at their libraries on Monday morning, the meeting began early and adjourned shortly after noon. The meeting in its discussion of practical questions of importance to school libraries and in the exchange of experiences among librarians ordinarily widely scattered seemed productive of much of value to everyone present.

Seventh District, C. L. A.

BY MISS EDNA D. DAVIS
Librarian, Humboldt County Free Library

THE SEVENTH DISTRICT of the California Library Association met on October 28, 1933, at the College Commons of the Humboldt State Teachers' College in Arcata. The meeting was in the form of a 7 o'clock dinner, followed by a program and business meeting. Miss Jasmine Britton, president of the California Library Association, was the guest of honor.

C. Edward Graves, president of the district, presided. In making his introductory remarks he spoke of the decreased appropriations and the increased circulation and demands made upon the libraries in Humboldt County, giving detailed percentages.

President Arthur S. Gist of the Humboldt State Teachers' College was introduced as the first speaker. Mr. Gist spoke on the relations between schools and libraries. He discussed the rapid growth of the school library movement and brought out the fact that methods of teaching have been changing to such an extent that libraries are now essential to successful classroom instruction.

Doctor Vernon Puryear, associate professor of social science at Humboldt State Teachers' College, talked on his experiences as a research worker in some of the famous European libraries—the British Museum library in London, the Biblioteque Nationale in Paris, and the Staatsbibliothek in Berlin.

Miss Britton in her talk dwelt on the increased growth of responsibility toward the community on the part of libraries. She said: "Formerly libraries were little more than collections of books to entertain readers; now they are reaching out into the mental and intellectual life of their communities in many ways. As a means of continued education, both vocational and cultural, to those who have finished school, they are an indispensable unit of our present educational system. Education for reëmployment for the unemployed who have permanently lost their old jobs is an important function of public libraries."

The importance of libraries to NRA work was briefly discussed by Mrs. Arthur Gist, county chairman of the women's section of the NRA.

At the business meeting which followed the program Miss Edna D. Davis was elected nominator from the Seventh District to the California Library Association. C. Edward Graves was elected alternate.

Meeting of the Sixth District

BY MISS ELEANOR HITT
Assistant State Librarian

THE SIXTH DISTRICT this year met on November 4 at La Jolla, one of the beauty spots of Southern California. The clear blue sky and the sun on the equally blue sea produced that sparkling effect so dear to the hearts of all who have lived near the coast of San Diego County. The gorgeous day must have proved too much of a temptation for many who had not planned to attend, because by noon there were over three hundred assembled, fifty or so more than the pre-registration figures had indicated.

The morning session was held at the La Jolla Women's Club. Miss Cornelia D. Plaister, the president, introduced Mrs. Norman Lawson, who welcomed the visitors. Mrs. Lawson was for a number of years an outstanding member of the staff of the San Diego Public Library, and is now president of the board of trustees. Miss Jasmine Britton, president of the California Library Association, told something of library activities so far this year and of her recent trip into the northern part of the state, and Miss Eleanor Hitt brought greetings from her chief, Miss Mabel R. Gillis, State Librarian. There were reports from several committees, including a comprehensive account of the activities of the committee which has been working on a check list of public documents in the libraries of the Sixth District.

The morning session ended very gaily with a "Writers' Revue" presented by Mrs. Ritza Freeman Reardon, well-known book reviewer and speaker in Southern California. Mrs. Reardon had gathered together a representative group of local authors, and May Stanley, Griffing Bancroft, Charles Gordon Booth, Max Miller, Roland S. Hoyt, Stuart N. Lake, Allan Le May, and Eugene Manlove Rhodes each took a bow after a witty and entertaining introduction by Mrs. Reardon. Enthusiastic applause from the audience and encouraging coaxing from the impressario produced very brief vocal responses from two or three of the writers, but nearly all of them preferred to keep strictly in character.

Informal discussions followed the luncheon at Casa de Manana, where the delegates were seated in four different groups. The "General Administrative Discussion" was led by Mrs. Bess R. Yates, the "School and Children's Group" by Miss Claire Nolte, "The College–Reference–Catalog" by Miss Frances N. Christeson, while W. Lawrence Shaw presided over a "Round Table" of the juniors of the Sixth District.

The regular session was resumed at the Women's Club House, where the afternoon program took the form of a panel discussion of the topic "Can greater cultural emphasis be placed on motion picture and radio programs?" Doctor William F. Adams, assistant professor of history at University of California in Los Angeles, who has had wide experience in organizing and leading all kinds

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of discussion groups, was the leader. He introduced the members of the panel, who were Doctor Allan A. Hunter, Mount Hollywood Community Church, Los Angeles; Mrs. Alice A. Winter of the Hollywood Association of Motion Picture Producers; Guy S. Clark, K.F.S.D.; Miss Rosemary E. Livsey, principal of the Teachers' and Children's Department, Los Angeles Public Library; Sherman Lowe, scenario writer of Hollywood; Doctor Anita M. Muhl, psychiatrist of San Diego; Miss Grace Arlington Owen, principal of the Reference Department, San Diego Public Library; Miss Josephine C. Seaman, president of the California Federation of Women's Clubs. Each of these members contributed to the discussion a viewpoint derived from his own particular background and experience, and the result was so interesting to the audience that the meeting finally adjourned with great reluctance fifteen or twenty minutes after the hour that had been set for closing time.

All members present were enthusiastic in their congratulations to Miss Plaister, the president; Miss Kobler, the secretary, and their helpers among the library forces of San Diego County on the very successful meeting which they had planned and conducted.

STATE BOARD OF EDUCATION

The California State Board of Education held a very important special meeting in the city of Oakland, Friday, November 24, 1933. The particular items of business which concerned the board at this special meeting were the following:

1. The authorization by the board of a study to be made by the Superintendent of Public Instruction in connection with the standards to be set up for the evaluation of activities carried on by various organizations presenting applications to the board to be graded in accord with School Code Section 2.1520.

2. A preliminary statement in connection with the importance of revising the various types of credentials in the field of adult education was authorized. The rapid growth, together with the changing conceptions of the aims and purposes of adult education, seems to make it imperative that present practices and provisions governing the issuance of credentials in adult education be revised. A special committee of the State Board of Education, consisting of Superintendent R. E. Golway (chairman), Miss Alice H. Dougherty, and Miss Alice Rose Power, was designated to coöperate with the State Department of Education and the State Superintendent in preparing suggestions for consideration by the board.

3. The California Work Relief Coöperative Plan as between the State Department of Education and the federal government, which plan had been prepared by the State Department of Education and approved by the local relief work committees for California, was approved by the State Board of Education. As soon as this plan is approved in Washington, D. C., copies of the plan, together with a complete statement concerning the program to be carried on in accord with the plan, will be made public. The particular parts of the plan which are of special importance are those having to do with the provisions of employment for unemployed teachers. It is hoped that an announcement of the complete program can be made just as soon as the plan is approved in Washington.

4. The State Board of Education approved the appointment of the following persons, establishing a State Council of Educational Planning and Coördination:

Robert Gordon Sproul, president of the University of California.

Chester H. Rowell, member of Board of Regents, University of California, and editor of the San Francisco *Chronicle*.

Allen T. Archer, member of the State Board of Education, Los Angeles.

Annie Florence Brown, president of the Oakland Forum.

Charlees Albert Adams, attorney at law, San Francisco.

Will C. Wood, vice president of the Bank of America, Oakland.

H. Gurney Newlin, attorney at law, Los Angeles.

Mrs. William J. Hayes, president of California Congress of Parents and Teachers, Burlingame.

Vierling Kersey, Superintendent of Public Instruction.

These names are the joint nominations of the Superintendent of Public Instruction and the president of the University of California. Already the names have been approved by the Board of Regents. The program of activities to engage the council will be prepared by President Sproul and Superintendent Kersey at once. The council is set up for the purpose of studying various problems in the field of higher education and making recommendations to the Board of Regents of the State University and the State Board of Education.

5. The secretary nominated Walter R. Hepner, Superintendent of Schools for the city of San Diego, to be chief of the Division of Secondary Education in the State Department of Education. The nomination was in accord with the following statement:

As the result of conferences between the Superintendent of Public Instruction and various groups of educators in the State of California to determine the major issues confronting secondary education in the State of California and to secure agreement in connection with those issues and the proper relationship of the State Department of Education to those issues, the specification of the job of chief of the Division of Secondary Education was set up. In accord with that specification, the demand for services in that field was determined.

The nomination of Walter R. Hepner by the secretary to be chief of the Division of Secondary Education in the State Department of Education was unanimously approved by the State Board of Education.

The board called the annual meeting of the State Teachers' College presidents to be held in conjunction with the regular quarterly meeting of the board in the city of Sacramento, January 5, 1934.

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BOOK REVIEWS

"THE BATHTUB MURDER," by Mabel Dana Lyon and Josephine Hughston. Published by Williams Publishing Company, 330 Jackson Street, San Francisco. 208 pages, 5½x7½, with illustrated jacket. Price, $2.

This novel is published in a very attractive form. It is the work of two well-known writers of San Jose. If you are interested in murder mysteries, this book will appeal to you. The style is fascinating, and it is much more realistic than the average novel of this class. It will be popular in the fiction department of circulating and other libraries.

SAN FRANCISCO, A PAGEANT, by Charles Caldwell Dobie. Illustrated by E. H. Suydam. Published by D. Appleton & Co., New York. 351 pages, 6x9. Price, $5.

This is a beautiful book on San Francisco, written by a native son and a writer who has achieved national fame by the force of the genius displayed in his writings. Mr. Dobie has had a successful career as an author. He has taken authorship as a profession and has made good. It is a difficult matter to write in one volume the glorified history of a city where events were like epochs, and where men and women were the background of historical material. The book, while it takes up the past, also paints a vibrant picture of the present. Mr. Dobie has produced a book that should be in every cultured man's library.

MODER BUSINESS ENGLISH, by Davis, Lingham, and Stone. Published by Ginn & Co., 1933. Price, $1.32.

Grammar, punctuation, and rhetoric are discussed thoroughly as aids to talking and writing up-to-date business English.

INDOOR AND OUTDOOR PLAYS FOR CHILDREN, by John Farrar. Published by Noble & Noble, New York, 1933. Price, $2.

A well-selected group of delightful plays for children. Most of the plays do not require long rehearsing. Attractively illustrated.

ADOLESCENT PSYCHOLOGY, by Ada Hart Arlitt, Ph.D. Published by American Book Company, 1933. Price, $2.25.

A text designed especially for use in colleges and teachers' colleges for courses in education and educational psychology. A very clear presentation of the subject.

A SECOND GERMAN BOOK by Betz and Holzwarth. Published by American Book Company, 1933. Price, $1.60.

This volume consists of two parts, a grammar review and a reader. This book is intended for the student who already has some knowledge of German. Excellent type.

WORKBOOK IN BUSINESS ENGLISH, by Hotchkiss and Drew. Published by American Book Company, 1933. Price, 52 cents.

Practice material in this workbook has been based on actual business letters, current business articles, and recent advertisements. This is a splendid exercise book, and parallels the authors' textbook "New Business English."

OUR BEGINNINGS IN THE PAST, by Knowlton and Gerson. Published by American Book Company, 1933. Price, 76 cents.

First book in the series "Westward March of Man." This book is designed to meet the increasing need for a simple narrative treatment of early times. The vocabulary, while keeping within the limits appropriate to youthful readers, at the same time makes provision for vocabulary development. The illustrations are well selected and clearly reproduced. Suggested pupil activities are given after each chapter. The type is clear and easy to read.

ENGLISH PRACTICE BOOK, GRADE FIVE, by Browning and Walsh. Published by the American Book Company, 1933. Price, 24 cents.

It has 119 pages of exercises. All the technical work usually taught in the fifth grade is accompanied by a variety of activities of interest to the pupil. Provision for scoring is given with each exercise.

OUR PAST IN WESTERN EUROPE, by Knowlton and Wheeler. Published by the American Book Company, 1933. Price, 92 cents.

The second volume of the series "Westward March of Man" aims to give the pupils a greater appreciation of the close relation between the past and the present. This book covers the period from the break-up of the Roman Empire to the close of the sixteenth century. Illustrated.

OUR WORLD AND OURSELVES, Book Four, "How the World Lives and Works," by Brigham and McFarlane. Published by American Book Company, 1933. Price, $1.52.

This geography presents a survey of the whole world from an industrial, economic, and social point of view. Interdependence of the human race is strongly emphasized throughout the text. Questions, tests, and special work for students form a part of the text. A beautiful colored frontispiece and exceptionally fine illustrations help to make this a valuable text.

THE TECHNIQUE AND ADMINISTRATION OF TEACHING, by Noble Lee Garrison. Published by the American Book Company, 1933. Price, $2.50.

This book is designed to unify the work of learning, teaching, and self-supervision. The suggestions and analyses will enable the teacher to make her work more purposeful and specific.

101 WAYS TO ENTERTAIN YOUR CHILD, by Jane Parker. Published by Noble & Noble, New York. Price, $2.

This book presents in narrative style many suggestions for entertaining a child recovering from an illness or separated from playmates. Attractively illustrated.

FIRST DAYS WITH NUMBERS, by Upton. Published by American Book Company, 1933. Price, 40 cents.

This book is written for children in high first or low second grade. Correct number habits are taught from the start, and the illustrations relating to child life and interests are closely tied up to the instruction.

QUESTIONS AND ANSWERS FOR CIVIL SERVICE CLERICAL POSITIONS, by Herbert F. Ward. Published by Noble & Noble, New York. Price, $3.

This is a practical book which tells not only how to pass the examinations but gives the actual past examinations upon which to practice. Keys to all problems and tests in this book are included in the content.

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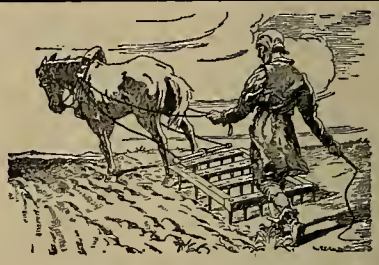

REHEARSE

To Harrow Again

The farmer, after plowing his field, goes over it with a harrow to break up the clods and level the ground. Sometimes, in order to make the field still smoother, he harrows it over again.

Old French *herce* meant "a harrow," *hercier* "to harrow," and *rehercier* "to harrow over again," borrowed in Middle English as *rehercen*, Modern English *rehearse*. Now we *rehearse*, not the plowed field, but a speech, a play, or the like.

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WESTERN SCHOOL NEWS

Edwin A. Lee, director of vocational education, School of Education, University of California, has been elected Superintendent of Schools of San Francisco. He succeeds Superintendent Joseph Marr Gwinn, who becomes technical advisor to the school administrators.

The propaganda issued by the Department of the Interior, Office of Education, Washington, shows that there is a deepening crisis in education. The existence of schools in many communities, Commissioner Zook says, is at stake. It is claimed that there are 200,000 certificated teachers out of employment and that there are 2,280,000 American children of school age, who should be in school according to most compulsory education laws, not in school.

Clara E. Kaps, formerly assistant professor of education, State Teachers' College, in charge of the kindergarten–primary department in teacher training, died at Santa Ana, Cal., October 11. Her service to education in the northern counties of California was outstanding. She was educated at Oshkosh, Wis., and took special courses at Stanford, Columbia, and various other places. She had a rich experience as a teacher.

G. & C. Merriam Company of Springfield, Mass., have issued a very attractive booklet entitled "A Century of Progress in the Development of Webster's New International Dictionary." It was in 1831 that George and Charles Merriam set up business as publishers and booksellers in Springfield, Mass. The Webster Dictionary has been kept right up to date since the first issue, and the editorial staff is constantly making revisions and adding new words. We have had business relations with the firm of G. & C. Merriam Company for fifty-six years. The firm, like the Webster New International Dictionary, is the best there is. During this holiday season we trust that our readers will realize that a new Webster Dictionary is a gift that your friend will greatly appreciate.

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2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership July 14, 1933 was 34,443.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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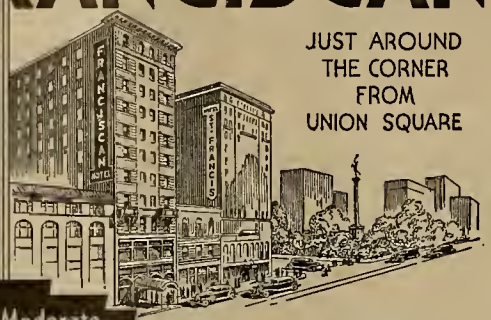

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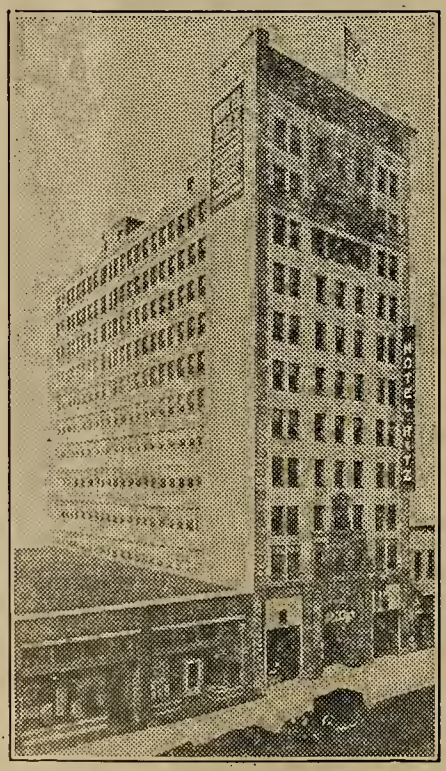

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